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ABSTRACT

The planning and implementation of a multimedia college program for Nebraska are described. In addition to providing background information on the State University of Nebraska (SUN) project and the staff involved, the July 1971 proposal and a position paper outlining a plan for evaluating experiences other than formal credit courses are included. Results of a phone and mail survey, the Clientele Study, are also presented to summarize the contacts made with colleges and state agencies. Objectives of The SUN proposal include: offering freshman and sophomore courses through a nonresidential curriculum; using a multimedia approach to course presentation; establishing regional resource centers where students could review materials, work at their own pace, and receive assistance; and provide for the evaluation of other nonacademic experiences for college credit. The position paper by Robert D. Brown is entitled "Nebraska College Equivalency Program for the Evaluation of Learning Obtained from Life Experiences for College Credit: Proposed Model and Strategies." Extensive appendices include: information on consultants and activities, case illustrations, brochures, questionnaires, time lines for course development, and statewide reactions. (SW)

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Planning Post Secondary Education for Nebraska through Telecommunication

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Part I

INTRODUCTION

This is a final report on two tasks of an eight part planning program related to the establishment of a multi-media college program for Nebraska. The report is divided into three major sections. Part I provides background information on the entire S-U-N project, the staff involved, and a copy of the original proposal. Part II is a position paper which presents a plan for evaluating experiences other than formal courses for college credit. This proposed plan evolved from meetings, conferences, discussions, and readings. It outlines the processes necessary for establishing procedures for processing and evaluating applications. Part III is the Clientele Study, which describes the results of a phone and mail survey and summarizes the contacts made with colleges and state agencies. Both tasks, evaluating other experiences and assessing clientele interest and need, are on-going endeavors that do not terminate on a certain date or with a report. Both are continuing endeavors and will continue to be given attention by the S-U-N staff.

Background of S-U-N

During 1971, critiques of higher education, such as the Carnegie Commission Report, Less Time, More Options, and the Newman Report were suggesting that colleges and universities needed to re-examine their programs and procedures. At the same time, bold new collegiate programs were being planned and implemented. The Open University in England was receiving admission applications and Empire State College in New York was moving off the drawing boards. The "University Without Walls" consortium was laying the foundation for its off-campus program, and many other

institutions were searching for the ways and means of broadening educational opportunities for their students.

These new developments matched the convictions of President D.B. Varner of the University of Nebraska who believed that Nebraska could do more and needed to do more to expand the opportunities for higher education for its citizens. In the spring of 1971, President Varner commissioned a select panel of faculty members to consider the applicability of a non-residential collegiate program in Nebraska. President Varner was convinced that responsible change in higher education was not only needed, but was also possible. He asked the panel to examine the feasibility of offering freshman college courses via the state's educational television network.

Nebraska's resources and needs have several characteristics which make such a proposal worthy of serious consideration. Among these are:

1. The state-wide educational television network which makes it possible for a program to be broadcast from one location and for the signal to be received in any locale within the state and in some nearby states. This means that the network literally has statewide coverage, reaching all homes in the state.

2. The new educational television facilities are suitable for the production and telecast of educational programs, using all modern equipment and resources.

3. The state's unique combination of rural and urban population means that some citizens live a substantial distance from a college or university. The one state university is located close to 500 miles from population centers in the western portion of the state.

4. The availability of TV and multi-media expertise make local production possible. The proximity of the educational TV network facilities and personnel, University media personnel, and the previous experience both have had, provide a fine pool of talent from which to develop a multi-media program.

The panel, commissioned by President Varner, included Dr. Wesley C. Meierhenry, Chairman of the Adult Education Department of the University, who chaired the panel,

Mr. Jack McBride, Director of Educational Television, and faculty representatives from the three major campuses of the University. This group met frequently during the spring and early summer and in July, 1971, proposed the establishment of The State University of Nebraska, popularly referred to with the acronym, S-U-N.

The S-U-N proposal called for the establishment of a collegiate program which would: 1) offer freshman and sophomore courses through a non-residential curriculum, 2) utilize a multi-media approach to course presentation which would involve audio and video tapes, film strips, programmed texts, and television broadcasts, 3) establish regional resource centers where students could review materials, work at their own pace, and receive tutoring or special assistance, and 4) provide for the evaluation of other non-academic experiences for college credit.

In July, 1971, the proposal for funding for the establishment of the State University of Nebraska was submitted to the U.S. Office of Education under the proposal title "Planning Post Secondary Education for Nebraska through Telecommunication". Two parts of the proposal were funded in late October by the U.S. Office of Education under Grant No. OEG-072-0457. These called for examination of the evaluation process and procedures for experiences other than formal courses and a study of the potential clientele.

Part II

NEBRASKA COLLEGE EQUIVALENCY PROGRAM

NEBRASKA COLLEGE EQUIVALENCY PROGRAM FOR THE EVALUATION OF LEARNING OBTAINED FROM LIFE EXPERIENCES FOR COLLEGE CREDIT: PROPOSED MODEL AND STRATEGIES

Robert D. Brown *

INTRODUCTION

When Socrates questioned his students about the vagaries of philosophy, he might well have been awarding credit by examination. And when Samuel Clemens was awarded an honorary degree of letters from Oxford, that institution was certainly recognizing the value of experiences other than college courses. The seeds of most educational innovation have been planted for some time, though they may be hidden in some remote cache of educational lore. So it is with the concept of evaluating experiences other than classroom work for academic credit. Though the concept is not new, the practice has not been widely accepted. There is, however, a long developmental history behind a movement whose time may have arrived.

Purpose

The purpose of this report is to look closely at some of the major issues involved in evaluating learning obtained from life experiences for credit (those exclusive of classroom settings) and to suggest guidelines for implementing an evaluation program for S-U-N. This program could have Statewide implications. The proposed guidelines will be reviewed by an Advisory

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* For list of consultants, correspondents, and reactors see Appendix C, page 47.

Council, and procedures and processes will be established which will be more specific and explicit.

The report includes a brief examination of the need for such a program in the context of contemporary trends in today's higher education and student needs. This will be followed by a suggested framework for establishing a Nebraska College Equivalency Program. Included are procedures for handling applications, establishing criteria, and making judgments about credit. Finally, the necessary next steps toward implementation are outlined.

Rationale and Trends

Credit by examination is not a new phenomenon. Some scattered remnants can be traced back to the University of Paris or the Sorbonne, or even to the ancient Greeks. The University of London has had a credit-by-examination program for 150 years. In such an historical perspective, the accumulation of credit hours towards a degree might be considered relatively new. The more recent upsurge, however, can be traced to the ambitious war-time effort that was made with the development of the College Equivalency Test for the armed forces (1943) and later the General Educational Development Testing Program (1945). These were followed by the New York College Proficiency Examination Program in 1962 and the establishment of the College Level Examination Program in 1967.

Through the years there have been many individuals whose experiences have given them a background of knowledge and philosophy eclipsing that which they would gain from classroom instruction. These experiences might be directly related to their work, their travel, or close associations with individuals in responsible positions. They might even come from an individual's independent pursuit of knowledge.

Better preparation of high school students has also contributed to a need for evaluating such experiences in terms of college-equivalency credit. The availability today of a variety of films, magazines, and television programs makes it possible for a person to obtain information and knowledge beyond that possessed by the college graduate earlier in this century without leaving his or her residence. A new approach is needed to recognize the knowledge gained by the individual through some route other than taking a college course for credit -- with the college course being a repetition of what the individual already knows. It is uneconomical for both the individual and the college to engage in this kind of repetition.

Increased usage of the General Education Development Test suggests what may lie ahead for colleges. In 1971, nearly 400,000 adults took the GED, a 17% increase over the previous year. (Higher Education and National Affairs, May 19, 1972.)

There are numerous indications that evaluation of other experiences (outside of the typical classroom, textbook, and lecture framework) for college credit and credit-by-examination are with us to stay and have not yet had their fullest impact. The increasingly widespread use of the College Level Examination Program (CLEP) is one example. In a recent eight-month period (July, 1971, through February, 1972) over 12,000 CLEP examinations were given, a two-fold increase over the previous eight months. Over a thousand colleges now accept CLEP scores (College Board News, May, 1972). Though plotted curves of CLEP usage are surging upward, the base was relatively low. A recent survey of Big Ten and Big Eight Colleges indicated that as of 1971 some did not award credit for CLEP and the range of cut-off scores (25th percentile to 90th percentile) was quite large. (See Table 1 in Appendix A.) Practices

among individual institutions suggest the potential for even more extensive and varied usage. Some colleges now administer the five General Examination tests to all entering freshmen with scores being used as the basis for awarding credit. Over 1,200 students at the University of Utah trimmed a full year off their college program last year through CLEP (Dean Franklin McKean, personal correspondence, January, 1972).

The call for continued research on credit-by-examination has come directly from Chairman Samuel Gould's Commission on Non-Traditional Study; the Carnegie Foundation's support of CLEP research clearly suggests that this is not a faddish issue. It is possible that examining issues related to credit by examination and external degrees will result in changing not only the form of higher education, but its nature as well. If lifelong education becomes a reality, then life-education and the purpose of examinations are not for awarding credit, but for proper placement.

Several concurrent on-campus trends clearly suggest a redefinition of college education in terms of broadening the learning situations which is consistent with awarding credit for other than classroom experiences. These movements include the recent appearance of experimental colleges, the growth of independent study options, the expansion of pass-fail grading, and the increased interest in work-study programs such as the "university without walls." The Manhattanville College (New York) program for the fall of 1972 relates directly to these questions. Grades will be replaced with portfolios containing examples of the students' works during the year. A faculty board will review the portfolio at the end of a student's second year and again when the student applies for a degree. (The Chronicle of Higher Education, April 24, 1972.) Empire State College in New York is employing a

contract system for students to reach specified developmental goals, and Metropolitan State College in Minneapolis is working toward a competency-based program. Each of these endeavors represents essentially a new program rather than a change in an old one.

Why has it taken so long for external testing programs to gain prominence or for the value of non-classroom experiences to be recognized? A combination of circumstances including the fears of students, faculty, and administrators have slowed recognition. It has taken a rather bold student to try to "test out" of a course or to gain credit by examination. Generally, only the brighter students have tried. This fearful and indifferent response by students has been matched by the lack of enthusiasm among the faculty. Few wish to admit that a student can gain sufficient knowledge about their specialty without having attended their lectures. Administrators can fathom the rationale for credit-by-examination but fear the loss of tuition resulting from reduction in enrollments.

Not all of the history of credit via testing programs has been favorable. The demise of Robert Hutchin's Chicago experiment several decades ago is just one example. External testing programs could become the diploma mills of this generation. Security could easily become a major burden. Despite the fact that many professors would agree that tests in college courses do not always measure accurately what they report and that college students do cheat, these are insufficient arguments to support an external testing credit awarding enterprise.

These issues need to be discussed by college staffs and state and regional higher education organizations if the fears are to be dealt with rationally. Effective implementation of an external testing program will be limited at all

levels until policies are formulated and related data collected (Burnette, 1972). The concerns and hopes all need attention if an evaluation program is to be accepted. For, if the concerns are not answered, the program will never be initiated, and if the hopes are expected to reach fulfillment automatically, the program's potential will never be realized.

The program which is outlined in the following pages is the product of considerable review of the literature and discussion regarding similar ventures in this country. Evaluation of experience for college credit is not new or unique to the proposed program. It's nature owes much to programs that preceded it and yet the proposed model is not a duplication of any known program. Hopefully, it benefits from the success and mistakes of similar programs as well as possessing some unique dimensions. (See References, and Consultants in Appendix C)

A PROPOSAL FOR A NEBRASKA COLLEGE EQUIVALENCY PROGRAM

Until recently, Nebraska students and adult citizens have participated in only a limited fashion in credit-by-examination programs, such as CLEP. Policies of colleges around the State vary and granting of credit for learning garnered from life experiences is practically nil. There appears to be a need for greater communication, coordination, and articulation within the State.

The focus of S-U-N is on the delivery of college courses to students who cannot take courses on a regular campus. It might very well serve through its staff and Resource Centers as the coordinating body for evaluation of learning acquired from life experiences. Its staff could serve as coordinators and its Resource Centers as testing and evaluation centers.

What is proposed is a working model, the Nebraska College Equivalency Program (NCEP). Neither S-U-N nor NCEP as they are now proposed would actually

award credit, although this is a future possibility. Credit will be awarded through existing institutions. S-U-N and NCEP would be coordinating and record-keeping agencies until such time when S-U-N itself may grant credit. The proposed Nebraska College Equivalency Program would benefit from the cooperation of all segments of higher education. This will require careful planning as the working model is revised and implemented. What follows are the necessary characteristics of an evaluation program, a working model, and suggested next steps.

Needed Characteristics

A successful program for evaluating learning obtained from life experiences for college credit needs a large measure of at least five ingredients. It must have: 1) equivalency, 2) accessibility, 3) a goal or performance basis, 4) acceptability, and 5) transferability. These needs will be reviewed at greater length.

1. Equivalency.

The question of equivalency can be examined from at least two vantage points. There is first of all the precedence established for granting credit for work not accomplished in residence through transfer and correspondence. Going beyond precedence is the need to establish equivalency between test outcomes through research procedures.

The transfer student is an ever present phenomenon on the college campus, and transfer of credit is an ever increasing task and responsibility for college registrars. Although transfer of credit borders on becoming routine, most academicians recognize that credit for the same courses from different institutions does not mean the same thing, nor is credit for the same course within the same institution necessarily equivalent across years or instructors. Grades do not always reflect the knowledge or skills attained, nor do tests. Despite these very real failures in equivalency, transfer of

credit among accredited institutions has become a paper procedure. Though individual professors or departments may look askance at particular institutions, once credit is recorded it is valued the same whether it is from the poorest junior college or from Harvard.

Faculties have accepted, though with some reluctance, the concept of transfer of credit for students enrolling from other colleges and universities. These same procedures for gaining advanced standing within some institutions by transferring experiences (credits) gained elsewhere do include limitations on the number of credits transferable or the source from which they are transferred. Though arguments can be raised regarding the inequities involved in the transfer of credit among institutions, any new program, especially one that involves assessment of non-traditional learning experiences in, perhaps, non-traditional fashions, should provide data-based evidence of validity and equivalency.

It might help to remind ourselves that the term "credit hours" is simply a symbolical expression representing an experience or a performance. The extensive usage of the term sometimes prompts us to forget that it does not represent a uniform standard like the yard or the meter. We can quite easily convert yards into meters, but converting experiences or performance into credit hours is not so simple. Translating classroom experiences and class examinations into credit hours is commonplace, but it is not necessarily any easier than evaluating non-classroom experiences and equating them with credit. The problem is the same; we have just fooled ourselves into believing the matter is resolved when we have decided on standard units, such as 15 weeks, 45 lectures and 3 credit hours. Despite precedence and lack of equivalency in current practices, proof of statistical equivalency will be a necessary step in the development of a testing and evaluation program.

As part of the proposed Nebraska College Equivalency Program, efforts will be made to establish cut-off scores through assessment of the comparable performance of students in classroom settings and participants in the evaluation program. In actual implementation it is hoped that cut-off scores will serve as guidelines, not as rigid requirements.

2. Accessibility.

One of the major difficulties with many testing programs for credit is that those taking advantage of the process are almost exclusively the superior students. Credit by examination programs until quite recently have been little publicized and as a result, little known. The average student, the older student, the naive student and the simply uninformed student are often unaware of programs designed to provide credit by examination. This could be a fault of how the programs are described both in the literature and by advisors and testing personnel. Though the average student has not been excluded, probably in very few instances has he been encouraged to attempt obtaining credit by examintion. Certainly this "exclusion" is a cautious practice, if not a defined and explicit policy.

Access to the privileges accompanying a college degree in our society has been limited for the most part to those who can live on campus. S-U-N intends to broaden those benefits by making credit available not only to those who cannot live on campus but also through NCEP to those who have chosen to acquire knowledge and skills outside of the traditional classroom setting and the faculty-student structure.

NCEP will recommend credit for average performance by an average student. If this becomes an operational reality, the program will have reached its full potential for having a lasting impact upon the collegiate careers of many students.

Accessibility can be accomplished in several ways. Extensive advertising to make the program known will encourage applications. Conferences and communications with high school counselors and college advisors will be necessary to change attitudes of those who would ordinarily recommend the program only to

superior students. Establishment of reasonable cut-off scores and standards will be another important key to accessibility.

Perhaps this is a unique definition of "accessibility," but it appears inappropriate to go much further than to say that at the current moment, credit by examination programs are "available." Access has been limited by ignorance and perhaps misguidance.

3. Goal and Performance Basis.

Currently a majority of credit-by-examination programs are tied directly to specific course offerings. This approach certainly has its merits. It makes record keeping much simpler and there is less fear of duplication. Responsibilities can be fairly easily defined with departments and colleges reviewing the tests and setting up cut-off scores for awarding credit and assigning grades. Yet it is possible for this approach to be unrelated to the broader goals of college or of the individual student. A goal-based evaluation program initially lacks the virtues of easily defined units, but it can provide the logical framework within which to evaluate experiences and competencies not related to specific courses.

An evaluation program could attempt to remain aloof from larger goal statements and insist that it will provide only the bits and pieces of a college education or the first rung or two on the academic ladder. Many extension and correspondence divisions have succeeded in providing useful services within this philosophic orientation. But if a program is to recognize the value of other experiences for college credit, if it acknowledges that a college education is more than accumulation of specific course content, and if it is to award credit-by-examination, then it must have goals reflecting these aspirations. Awarding credit for knowledge and skills which relate to specific courses or content divisions is a major step forward, but a limited one, nevertheless. The College Level Examination Program and other similar testing programs are one avenue available to meet this need.

Evaluation and acceptance of the larger non-course related accomplishments are made particularly difficult because related objectives are seldom systematically evaluated in on-campus settings. This omission need not be ignored in external testing programs. Some excellent state-wide high school programs might serve as models (Dyer and Rosenthal, 1971).

S-U-N's goals, to be achieved through its course offerings and through recognition of the value of knowledge gained through other experiences, focus on promotion and recognition of growth of the student intellectually, culturally and professionally. These goals are described briefly in Appendix B, pages 46-49. See Table 5 in Appendix A for possible relationship of goals, courses and evaluation procedures.

4. Acceptability: Faculty and Community

a. Faculty

An evaluation program may possess all of the characteristics described above and yet not be acceptable to the faculty, who have a number of other concerns. Some faculty will justifiably worry about credit by examination being a too narrowly construed view of education, especially if the examination process includes solely paper and pencil multiple-choice examinations. This concern might be lessened if oral examinations over suggested readings are included as part of the evaluation process. Some colleges may wish to require supplementary readings and written reports, as well as examination scores. When thinking about this question we must not make the mistake of thinking that no educational experience has occurred prior to the examination or evaluation. Whatever the evaluation technique, some form of prior learning has occurred though it may have taken place over a longer period of time and in a different setting than the traditional semester time-unit and the classroom setting.

Another concern is the prospect of course uniformity as a result of national testing. This legitimate worry could be alleviated by involving faculty early in the decision-making process, permitting them to construct their own examinations in lieu of national exams and ensuring their participation in the review of applications.

Acceptability should come more easily if the distinction is clearly made between "satisfying prerequisites" and "degree granting." The S-U-N program, as it is now proposed, is intended to be a two-year college program. Students who complete two years through S-U-N or through credit-by-examination will not be awarded a bachelor's degree. They will still have to go through the screening process which includes attendence and participation in at least two years of a residence college experience. A student would not acquire a major through S-U-N or through NCEP. The proposed Nebraska College Equivalency Program is clearly not a bachelor's degree granting program; it is, instead, certifying that the certain prerequisites have been met.

These and other concerns of faculty must be recognized and considered. Acceptance will be gained most easily by their involvement.

b. Community

The concept of credit by examination will have to be accepted by a broader public than faculty and students. Parents, employees, legislators, high school counselors, and other segments of the tax-paying public will have to be supportive of the concept if such a program is to be effective.

It has been only recently that the public has recognized the full value of vocational-technical education in contrast to a college degree. Their opinions have undoubtedly been influenced by the economy. It will be important for credit by examination to be accepted not only in the academic world, but recognized as of value in the marketplace.

5. Transferability

Closely related to the need for faculty and community acceptance is the critical element which is transferability. Institutional acceptance at the regional level (as a minimum) is necessary to achieve this.

Undoubtedly a sizeable number of S-U-N students will be interested in taking courses for the value of the course itself or for the value of the credit associated with completion. They may or may not be interested in eventually obtaining a degree. However, students seeking credit for life experiences are more likely to be interested in working toward a degree. Many will be older students seeking credit that will lead to certification, job advancement, or even a new career opportunity. The worth of the credit awarded, whether it be for experiences related to specific courses or to those related to general and interdisciplinary collegiate goals, will be tied directly to its transferability.

Transferability of credit obtained by examination may well follow the model now employed for transfer of classroom credit. (See discussion of equivalency, point 1, page 7). This would be facilitated by designation of S-U-N as a credit awarding institution and accreditation by regional associations.

Working Model for Evaluation of Learning From Life Experiences

Some Key Features

The model which will be presented is in reality a working draft. It is a first step, a starting point from which discussions can follow, from which conferences can be held, and from which will develop a final policy which will not only serve S-U-N, but which will help coordinate the policies of other cooperating colleges. The working model for the Nebraska College Equivalency Program is an attempt to answer four basic questions critical for such a program: 1) How does a student apply? 2) What evidence should accompany the application? 3) How will judgments be made? and 4) What standards will be employed? What

follows is a skeletal framework which will be fleshed out as the program matures and is implemented.

1. How does a student apply?

The process of seeking credit for knowledge acquired through other experiences should be flexible and adaptable to the circumstances of each individual student. Besides being flexible, however, the process should be clear enough to provide the student and his advisor with sufficient guidelines to make the expectations apparent, the alternatives clear, and the realistic outcomes easily discernible.

In general, the procedures for application should make provision for the following:

a. Make sure that students, young and old, are aware that credit for knowledge, skills, and competencies gained from other experiences is available. This will be accomplished in a number of ways, including: 1) brochures, advertisements, and other program descriptions, 2) careful scrutiny of all S-U-N enrollment applications to determine whether an applicant's background suggests the potential for consideration of other experiences for credit, and 3) interviewing of enrollees upon entry into S-U-N courses. (What can be done with proper promotion and guidance has been illustrated most notably by the Circuit Rider program at the University of Missouri - St. Louis, (Fagin, 1977)). Special efforts might be made to search out suitable clientele. For example, a special testing and evaluation program could be launched for the ghetto areas of Omaha, or another for the wives of western Nebraska ranchers.

b. Initiation of requests for credit or advanced standing must come from the student. It will be the responsibility of S-U-N to make the option known and available to the student, but the actual request will have to originate with the student.

c. Official request for credit based upon knowledge gained from experience will have to be made after the student has paid an examination or evaluation fee.

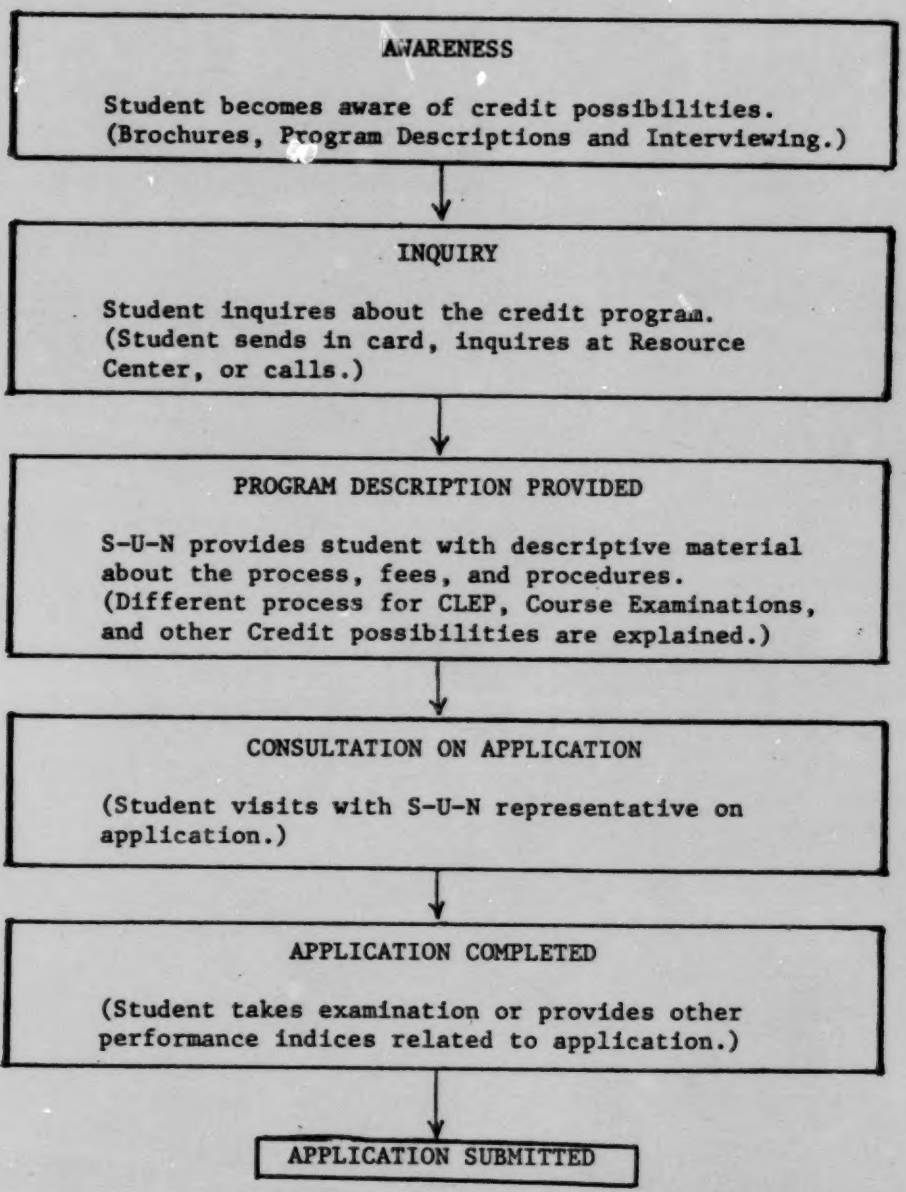
d. S-U-N staff will be available for consultation to assist the student in compiling and presenting his application for advanced standing or credit. A Regional Resource Center staff member or a member of the central S-U-N staff will be assigned to the student for this purpose. This person will not be responsible for serving as an advocate for the student, but rather to counsel the student on the suitability and appropriateness of his application and whether or not his application is complete.

2. What evidence should accompany the application?

The evidence used to award credit and advanced standing for knowledge, skills, and competencies gained outside the formal classroom will be based primarily upon evidence provided by student performance. This evidence may be in the form of records of past activities and achievements or indices of current competency. It should be carefully noted that credit or advanced standing will not be given for experience per se, but rather for the outcomes of those experiences in the forms of attitudes, competencies, and knowledge. These can be related either directly to specific classroom counterparts in the collegiate experience or to the more generally expected outcomes of a college education.

Figure 1

Application Process


AWARENESS
Student becomes aware of credit possibilities. (Brochures, Program Descriptions and Interviewing.)
INQUIRY
Student inquires about the credit program. (Student sends in card, inquires at Resource Center, or calls.)
PROGRAM DESCRIPTION PROVIDED
S-U-N provides student with descriptive material about the process, fees, and procedures. (Different process for CLEP, Course Examinations, and other Credit possibilities are explained.)
CONSULTATION ON APPLICATION
(Student visits with S-U-N representative on application.)
APPLICATION COMPLETED
(Student takes examination or provides other performance indices related to application.)
APPLICATION SUBMITTED

Though this is outlined as a step-by-step process, it may take place through correspondence, over the phone, a direct visit to the S-U-N office or with a representative at a Regional Resource Center. It may take only a few minutes in the case of a CLEP examination or it may take several days as the student gathers a portfolio of supporting documents.

The evidence submitted by the student should be in the form of a performance, a performance which is directly observable or for which a record exists in the form of test scores, a product, or a testimonial. Experience alone will never be the criterion. The student must provide evidence which proves that he or she has gained skills, knowledge, or competencies related to the goals of college. In most instances it will make little difference how the student acquired the knowledge or competency; the key factor being judged will always be the possession of the competency, which may be knowledge, skill or both.

In all instances where credit is sought for more than one course or three semester hours, the student should present the following evidence and supporting documentation:

a. Scores on the College Level Examination Program General Examination.

b. If appropriate, scores on the College Level Examination Program Subject Matter Examination.

c. A completed student profile, which will include information related to the student's: 1) work experiences, 2) reading interests and activities, 3) a statement of life goals and possible directions.

d. A written statement describing the reason why the student believes that credit is warranted and how the experiences or knowledge acquired relate to his or her academic and life goals.

3. How will judgments be made?

The process of making proper judgements about the worth of an application must be fair to the student. There certainly needs to be an appro-

priate balance between maintaining the standards that make the process credible to faculty and yet not so stringent that it provides no real operational means for worthy achievements of mature students to be recognized. If standards are low, it will mislead the student to think he possesses competencies which he does not; and it will most certainly be discredited in the eyes of conscientious faculty. To accomplish this, the judgmental process will have to be validated and constantly monitored. To acquire these characteristics will involve an evolutionary approximation of what will eventually be established and accepted. These review policies will be formulated by a Credit Review Board, approved by the S-U-N Advisory Council and implemented by examination panels. The roles are described below as are guidelines for decision-making.

a. Credit Review Board.

Final judgments about the worth of an application will be made by a Review Board. This Board will be composed of ten members representing the S-U-N staff, the S-U-N Advisory Council and other educators in the State. It will establish policies and procedures for credit review and make final recommendations which will be recorded for use by other colleges. Each institution will be free to accept credit based upon its own guidelines, should they differ. Its decisions will be based on its interpretation of the guidelines established by the S-U-N Advisory Council and it will be expected to make suggestions for revisions and up-dating.

It is possible that at some future date S-U-N will itself be a credit granting institution. In this case, the recommendation to award credit would be directly to S-U-N.

Five subsidiary review panels will implement the procedures established by the Credit Review Board and make recommendations to it. Four panels will review applications as they relate to four major divisions: Humanities, Social Sciences, Physical Sciences and Natural Science. A fifth panel will examine applications relating to general collegiate goals.

The panels will be composed of college representatives from around the State who will be available for advice and consultation related to the kind of evidence presented. For example, an art professor would be available to examine a painting, an English professor a poem and a science professor to evaluate a science project. (See Figure 2, page 19, for summary of responsibilities.) Special workshops and in-service programs will be held to assist the panel members in learning to discriminate student performance levels.

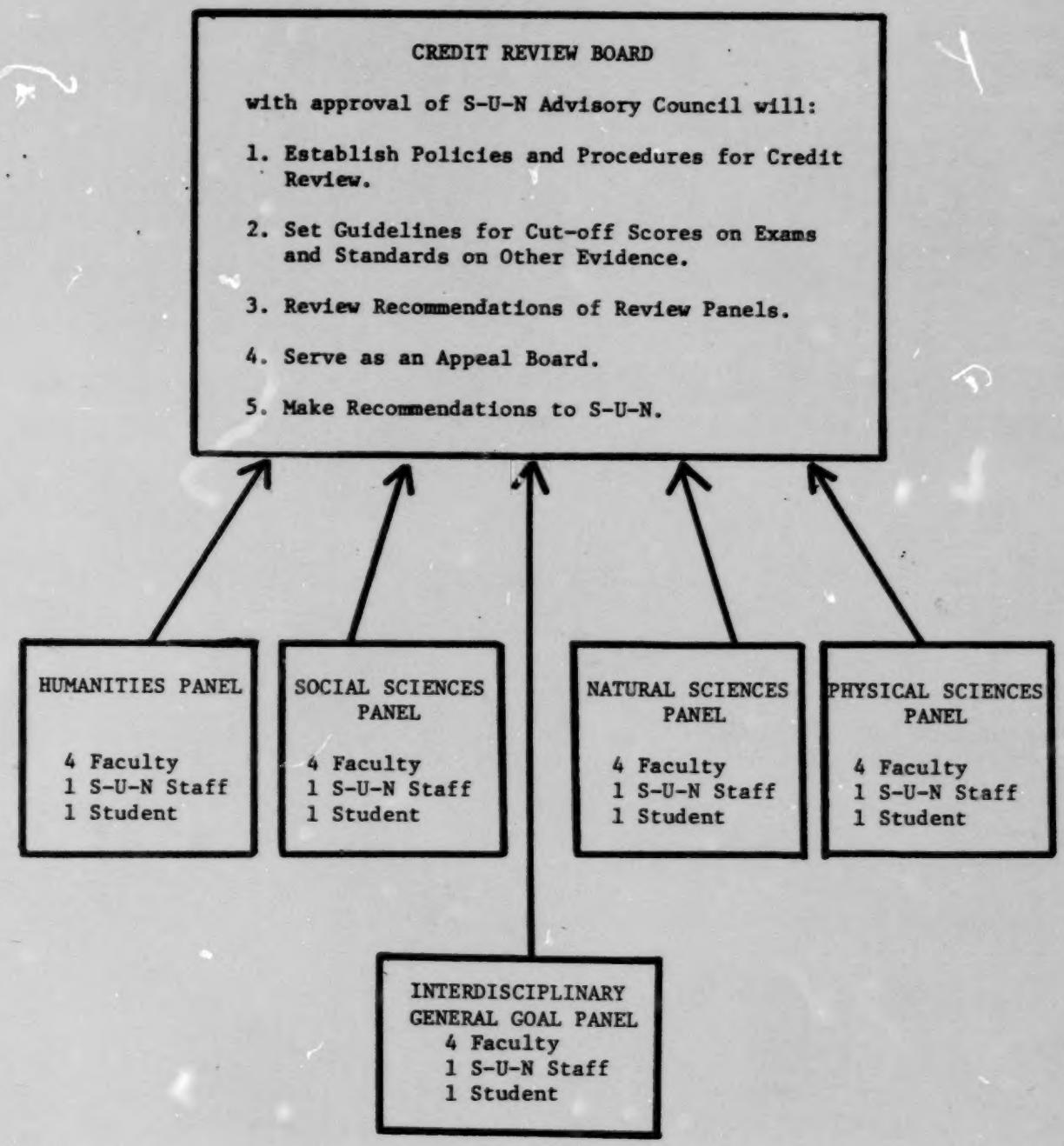
These panels should use recognized and standardized testing instruments whenever possible for at least supportive evidence. However, they should be free to recommend the use of locally devised exams, interview schedules, and review procedures whenever appropriate.

b. Guidelines for Decisions

The Credit Review Board shall compare student performance, on the basis of evidence provided, with certain standards which will be specified. The general, but key factors upon which decisions will rest will include:

1) The cognitive worth of the student's performance. The important questions in this area are what does the student know, is this knowledge worth knowing, and is the knowledge related to the goals of the college.

Figure 2


CREDIT REVIEW BOARD
with approval of S-U-N Advisory Council will:
1. Establish Policies and Procedures for Credit Review.
2. Set Guidelines for Cut-off Scores on Exams and Standards on Other Evidence.
3. Review Recommendations of Review Panels.
4. Serve as an Appeal Board.
5. Make Recommendations to S-U-N.
HUMANITIES PANEL
4 Faculty
1 S-U-N Staff
1 Student
SOCIAL SCIENCES PANEL
4 Faculty
1 S-U-N Staff
1 Student
NATURAL SCIENCES PANEL
4 Faculty
1 S-U-N Staff
1 Student
PHYSICAL SCIENCES PANEL
4 Faculty
1 S-U-N Staff
1 Student
INTERDISCIPLINARY GENERAL GOAL PANEL
4 Faculty
1 S-U-N Staff
1 Student

2) The ability of the student to apply knowledge in a fashion that exhibits not only understanding, but also demonstrates the ability to relate the learning to new settings, modes or problems.

Some of the questions related to standards have been discussed earlier (See section on needed characteristics). However, because of their importance they will be reiterated briefly here.

3) The extent to which the student has integrated the learning in such a fashion that it has had an impact on how he views the environment and himself.

These general guidelines can be used to judge the value of most any human activity or experience. They are applicable to both the study of chemistry and weaving. The student of chemistry might be expected to know some of the important ways in which chemists study matter and the way chemicals interact. He will also be familiar enough with the symbols and methods of manipulating them so that he can perform basic chemical experiments and analyses with minimum guidance. He may exhibit this proficiency by performing well on an examination or by demonstrating lab skills and experimentation which require a cognitive foundation. The student of weaving might well provide as partial evidence a woven article which illustrates a special knowledge of looms and fabric.

4. What standards are to be used?

Guidelines for establishing standards for experiences which will be evaluated by examination will hopefully result in uniform minimum performance expectations throughout the State. An articulation conference of registrars and admissions officers to discuss this question for the use of CLEP is

planned for Fall of 1972. The University of Nebraska at Lincoln currently awards credit in Mathematics, Natural Science, Humanities and Social Sciences on the basis of CLEP scores which rank students at or above the 5th percentile. The University of Nebraska at Omaha currently awards up to 30 credits for performance on the CLEP. (See recent proposed policy guidelines, Table 7, Appendix A.)

Although it is not yet recommending a model policy, The Council on College-Level Examinations, a national group of educators reviewing CLEP's policies, suggests that credit be awarded to individuals scoring at or above the mean score earned by regularly enrolled college students who participated in the national norm sample and earned a "C" in their college course. A similar policy would be appropriate for a state or regional level program.

Guidelines for establishing standards for evaluating experiences by non-test procedures are less readily available. These could easily evolve rather than be prescribed fully as the program is initiated and might very well be performance based and perhaps even competency based. At best, levels of performance can be spelled out and illustrative examples developed. If this aspect of the program is to have meaning, it must be flexible and must attempt to assess novel and varying activities and products. In each instance the guidelines mentioned earlier - cognitive worth, ability to apply to new settings, and integration - would serve as the keys to establishing standards. Thus, credit would not be given solely for displaying a work of art. The artist would be expected to be able to articulate the effect he was trying to accomplish in terms of color and design.

The standards should be expressed in behavioral and performance terms as much as possible. Three years of traveling through Europe would carry no more weight than would one year. The standard would be based on

what the person learned and how it changed him. The standards for knowledge and skills related directly to specific courses will have to be similar for those who gain credit through traditional means. This is not only for the credibility of the process, but for the benefit of the student whose record of credit should be accepted by most, if not all colleges.

Routing Process

For routing purposes the process is described in terms of two basic paths. If the student is applying for credit related to a specific course, one path is appropriate whereas if the student is applying for credit for experiences related to more general college goals, another path of alternatives is appropriate. These are outlined below.

1. Experiences related directly to specific college courses or content areas.

The most prevalent way for students to gain credit for experience in the past has been to relate these experiences directly to college course offerings. This will undoubtedly continue to be the most typical route for S-U-N students as well. This approach may be suitable for students who have done extensive reading on a particular topic or whose experience on the job or in another setting has led them to acquire knowledge that would usually be associated with a classroom course experience. Students may even wish to embark on a program of independent reading rather than actually taking the course. Some students will wish to gain credit through this method rather than taking courses and they will have three ways of doing this:

a. Taking a CLEP Subject Matter Examination.

(See list of currently available offerings in Table 2, Appendix A.)

This approach will apply most directly to students who wish

to give evidence to support their demonstration of proficiency in a beginning or introductory college course. They may have taken a high level course in high school, which coupled with some independent reading on their own, has helped them obtain the knowledge or skills usually associated with the first college course. Or their work experience or general reading may have provided them with the general knowledge associated with the particular subject matter.

b. Taking the Undergraduate Program Examination (ETS, 1972) in a specific course or courses.

(See list of currently available offerings in Table 3, Appendix A.)

The Undergraduate Program Exams cover the subject matter content usually associated with at least two years of college, although this may vary somewhat with the subject matter field. This procedure, in the majority of instances, would be most appropriate for the student who has done extensive reading in a specific field, reading which would carry him to a proficiency level beyond that of the college freshman. This may appeal to the student who has taken a freshman college course and continued reading in the field on his own or to the student who has taken a high-powered introductory college course, which covered concepts and material far beyond that of the typical first year course.

c. Taking an examination constructed specifically for the on-campus course or other recognized standard examinations.

(See Table 6 in Appendix A for possible sources.)

In many college settings it is possible for a student to

"test out" of a course by passing the final examination for that course. In some instances the instructors have reading lists and other material available which provide the student with study guides necessary to cover the appropriate material. These options will be listed and indexed so that the student will have the opportunity to explore possibilities which can be tackled realistically.

d. Providing evidence of competency in a form other than an examination score.

The detailed content of a subject which students retain is limited. It is often hoped that the student masters some key concepts and gains some familiarity with the way the discipline looks at knowledge so that this will lead him to independent reading, give him or her an appreciation for the field, and make it possible for him to integrate this new learning with his own cognitive style and problem-solving techniques. These latter outcomes could readily be achieved by a person reading on his own or working in a position that promotes this kind of growth. Though the examination route may be preferred by many students and be procedurally simplest, some students will be able to provide ample supportive evidence in another form which will merit consideration for credit. Thus, a student seeking credit in English or literature may present an analysis of current plays or books or an original composition as evidence. A mother may wish to outline the rationale for her child management practices as an indication of her ability to put into practice basic educational theory. As the S-U-N

program matures, illustrative examples of other evidences will be developed which will provide students with realistic portrayals of the kinds of products and evidence which will have to be largely hypothetical examples, but eventually real models will be available. An interview procedure and possibly some written statement is likely to be required in most, if not all, instances.

e. Providing a combination of evidence including performance on a test and supplementary material in the form of products, testimonials and other evidence.

It is possible that a student may wish or be asked to provide both kinds of evidence (test scores and others, such as products) before a decision about credit is made. This might apply in a situation in which a student wishes to apply for more credit than is typically awarded. The student may be seeking credit for both an introductory and an advanced course, for example.

2. Experiences not related directly to specific courses, but to general content areas or to the broader goals of college. (See earlier discussion of S-U-N goals and the general outline in Appendix B.)

Few college professors list knowledge of content or its application as their sole objective in teaching. Something else is expected to happen to the student. Often these other objectives are vague, but they have a familiar ring that resounds across disciplines. Among them are hopes that students will be able to think critically, solve problems rationally, and communicate well. The student may be expected to arrive at a better understanding of himself, others, and his environment. Though not tied to specific courses, these broader goals are important and still with us. Evidence that a student has obtained them should be as important as credit hours accumulated or grade point average.

That this is not yet the case has not deterred other innovative collegiate programs from making them an integral part of their curriculum. The Empire State College and the Metropolitan State College programs are two that have recognized these more global objectives as important enough to warrant their serving as the foundation for competency-based programs.

The following avenues will be open to the student seeking college credit for knowledge, skills and competencies not related to specific college course offerings.

a. Taking standardized examinations which cover the broader goals of college education and which may cover the content of several related disciplines, e.g., humanities or social sciences. The most relevant examinations related to these broader goals and areas of knowledge are the College Level Examination Program General Examinations and the Area Examinations of the Undergraduate Program. (See Table 4 in Appendix A for a listing.) These cover areas which are directly related to college divisional requirements which often serve as the general education requirements. Thus, in many colleges students are expected to achieve a measure of academic breadth by taking at least one course in a number of separate divisions, such as humanities, social sciences, and science. This avenue might be especially appropriate for the student who has read extensively and gained knowledge with some breadth, but has not pursued a specific area in depth. This is likely to be true especially for older citizens who have read for general knowledge and pleasure, for the well-traveled veteran, and for the sophisticated high school student. An

attentive reader of contemporary magazines and an alert viewer of select television programs can conceivably obtain a general education equivalent or even superior to that available to the typical college freshman.

b. Providing evidence of competency in the form of products, testimonials, or forms other than performance on an examination. Credit has direct application to college goals, achievements and maturity in the areas of personal and cultural growth. It may also have relevance for evidence related to intellectual and vocational-professional growth, but these are more likely to fall under those experiences and competencies related directly to course experiences. For example, understanding oneself and participation in the arts are two frequently cited college goals, but they are not universally related to specific courses or prescribed experiences to be evaluated for later recording on a transcript. Nevertheless, they are hoped-for-outcomes of the college experience.

This will be one of the most difficult approaches to clearly define and obtain a legitimacy and credibility acceptable to most faculties. For these reasons, acceptance of the college goals as described for S-U-N (Appendix B) is important, if not critical.

c. Take an examination designed specifically to evaluate that particular student's learning. It is quite possible that the review panel, with the assistance of appropriate consultants, may wish to construct its own examination. This is quite likely to be the case for students seeking credit for general education

experiences which do not relate to a specific course. A few illustrative case studies are presented in Appendix D.

IMPLICATIONS

The implications of successful implementation of NCEP would be many and varied. It is likely, for example, that NCEP would have a direct impact upon the type of students seeking college degrees in Nebraska and credit through the S-U-N program. One dramatic change might be in the number of older citizens seeking credit and eventually degrees. There is a likelihood that they could receive recognition for knowledge and experience they have garnered and not have to start a collegiate program from scratch. This could conceivably serve as a strong motivating force to encourage people to try college who might not have considered it before. For many, the stimulation will start them on the road to new careers, or at least NCEP and S-U-N could be avenues for career change that would be less of a radical change in a person's life style than quitting work and starting college as a freshman with zero credit hours.

The type of students seeking credit and enrolling in S-U-N will undoubtedly have an impact on the nature of the S-U-N program itself. Sizeable enrollments of older students, some years removed from experience with the academic life, will necessitate special attention to their unique needs which may range from study skills counseling to financial assistance and career change guidance. It is possible that the curricular interests of these students will vary significantly from the traditional general education courses now planned for S-U-N. Some vocationally oriented courses and courses designed for special groups may be considered, such as farm management and child behavior. S-U-N will have to be responsive to recognized societal and student needs, as well as its own initial statement of goals.

The concept of credit by examination or regional external degree programs is not new nor is NCEP alone. External degree programs have been much discussed and some have predicted that by 1976 there will be a national external degree program. As these concepts evolve into operational programs and if they succeed in gaining acceptance, they will undoubtedly have an impact upon the very definition of higher education. NCEP could very will play a role in that redefinition.

NEXT STEPS

This report is a position paper in which key issues are examined and guidelines suggested for evaluating a variety of experiences for college credit. This is the first step toward the development of policies and procedures for bringing such a program into reality. Now reactions are needed from the state colleges and a cooperative program begun. Among the next steps to be taken are the following:

A. Review and revision of this report by a sub-committee of the S-U-N Advisory Council.

B. Endorsement by the S-U-N Advisory Council of the revised report as a general policy statement.

C. Appointment of three committees to work with the S-U-N staff to determine procedures for:

1. Awarding credit on the basis of standardized examinations such as CLEP and UP. This committee would be composed of representatives from UN-L, UN-O, state colleges, private colleges, and junior colleges. It is hoped that this committee would establish minimum scores and guidelines which would be acceptable, with few variations, to every college in the State.

2. Awarding credit for technical skills. Since two colleges (UN-L and Kearney) have had experience in this area, representatives from these institutions, from the State Department of Education and from a technical college would be logical participants in developing a procedure for S-U-N. It is very possible that the developing National Occupational Competency Testing Project will

be relevant to this phase of the program.

3. Awarding credit for experiences which do not relate directly to specific courses. This committee will be charged with developing illustrative examples of experience, products, and other evidence which merit consideration for academic credit.

D. Development of procedures to validate the equivalency of the testing and evaluation program. This would involve gathering of data which would permit constructing local norms and doing follow-up studies focusing on student performance in subsequent experiences.

E. It is recommended that a series of continuous studies be initiated for the purpose of developing normative data and follow-up results by the following procedures:

1. It is proposed that in the next two years samples of students in all colleges in the State be given the CLEP General Examination and that State norms be developed from these data. This information will be useful for developing acceptable regional standards.

2. Those institutions planning to participate in the Nebraska College Equivalency Program will be asked to administer CLEP Subject Matter examinations to students in a variety of course areas. Whenever it is possible in terms of sample size, three sets of normative data will be developed: national, state, and institutional norms. It would be hoped that participating institutions would agree to use the same cut-off scores for awarding credit and accepting credit granted at other institutions, but the faculty of each institution will make their own decision.

3. It is also proposed that a series of pilot studies be initiated to determine what sort of life history data is most helpful in facilitating decision-making about credit. Another study would entail exploring the life history and performance on standard exams of persons who clearly exhibit exceptional skills, but who have had no formal education beyond high school. Insights gathered from these studies should provide further guidelines for awarding credit.

F. This model for the Nebraska College Equivalency Program (NCEP) should be shared with colleges in surrounding states and at least introductory discussions begun with regional accrediting associations. Certainly an active program will have implications for students beyond the borders of Nebraska. Some thought about the regional implications of credit by examination is already being discussed by the Western Interstate Commission for Higher Education (WICHE Newsletter, 1972).

G. Providing work-shops for the Credit Review Panels. At the time this program was being developed several other programs have been experiencing their first years. There are undoubtedly lessons that have been learned by those involved in the evaluation process at Empire State in New York and Metropolitan State in Minneapolis. Review and discussion of these evaluation experiences should prove helpful. Hopefully, these programs will have arrived at some degree of refinement.

CONCLUSION

The purpose of this report was to examine some key issues related to credit-by-examination and to provide the skeletal framework for establishing a Nebraska College Equivalency Program. Some standardized national examinations are available and will facilitate the implementation of such a program. However, there is not yet regional or even state-wide uniformity in their usage and acceptance. The tests themselves are not the complete answer. It is hoped that this report and the eventual launching of the S-U-N program will serve as the catalyst and vehicle through which it will be possible to institute a cooperative program for evaluating performance and awarding credit.

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APPENDICES

Appendix A

Table 1. Survey of CLEP Usage in Selected Midwest Colleges

Table 2. College Level Examination Program Subject Tests

Table 3. Undergraduate Program Examinations, Educational Testing Service

Table 4. CLEP General Examination Areas

Table 5. Relationship of Goals, Courses, and Evaluation Procedures

Table 6. Possible Sources of College Level Examinations

Appendix B - Goals of S-U-N

Appendix C - Consultants and Related Activity

Appendix D - Case Illustrations

Table 1

SURVEY OF CLEP USAGE IN SELECTED MIDWEST COLLEGES (1971) *

	General Examination	Subject Matter
Indiana	Humanities Examination. Credit is granted in Art Appreciation and Freshman Literature, if subscores are 50 or close.	Credit granted if score [illegible]s in range of those earning a "C" in an actual college course.
Iowa	Humanities, Natural Science, and Social Sciences-History Examinations Credit for subscores at 80th percentile or higher. A waiver but no credit for subscores between 65th %ile and 79th %ile	Credit granted at the 50th %ile or higher.
Iowa State	Did not use CLEP, but had committee reviewing policies.	Did not use.
Kansas State	Did not grant credit.	Does not grant credit.
Michigan	Did not grant credit, but is re-examining its stance.	Will consider granting credit when student has completed a semester of study and scores have been reviewed.
Michigan State	Uses all five examinations. No credit on Mathematics Examination. Credit on others granted for scores at 90th %ile or higher. A waiver of course requirement is granted on all five for scores above 60th %ile.	Credit for English, General Chemistry, Calculus and Western Civilization. (70th %ile) Waiver, no credit for Geology.
Nebraska	Credit for Math, Natural Sciences, Humanities, Social Sciences, and History for score of 420.	Credit granted by some departments for scores above 25th %ile.
Northwestern	Did not grant credit.	Did not use.
Oklahoma	Did not use examinations.	Did not use.
Wisconsin	Uses all five exams. Waiver on English if score is at 75th %ile or higher, no credit. Credit on Mathematics for score at 90th %ile or higher. Credit on Humanities, Social-Sciences-History and Natural Sciences for scores at 75th %ile or higher.	Credit and placement determined by appropriate department.

* Survey conducted by Dean Palmquist, University of Missouri, Columbia.

Table 2

College Level Examination Program

Subject Tests

American Government

American History

American Literature

Analysis and Interpretation of Literature

Biology

College Algebra

College Algebra and Trigonometry

Computers and Data Processing

Educational Psychology

Elementary Computer Programming - Fortran IV

English Composition

English Literature

General Chemistry

General Psychology

Geology

History of American Education

Human Growth and Development

Introduction to Business Management

Introductory Accounting

Introductory Business Law

Introductory Calculus

Introductory Economics

Introductory Marketing

Introductory Sociology

Money and Banking

Statistics

Tests and Measurements

Trigonometry

Western Civilization

Table 3

The Undergraduate Program Examinations

Educational Testing Service

Two-Hour Field Tests

Art History
Biology
Business
Chemistry
Drama and Theatre
Economics
Education
Engineering
French
Geography
Geology
German
History
Literature
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Scholastic Philosophy
Sociology
Spanish
Speech Pathology and Audiology

Modular Tests (45 minutes)

Abstract Algebra
Linear Algebra
Real Analysis I
Real Analysis II
Aural Music
European Literature
American Literature

Table 4

College Level General Examinations

English Composition

Humanities

Mathematics

Natural Sciences

Social Sciences History

Undergraduate Program General Examinations

Humanities

Social Science

Natural Science

Table 5

Relationship of Goals, Courses, and Evaluation Procedures

Goal	Related Courses	Evaluation Procedures	
		Examination	Other
Intellectual Growth	Specific Academic Courses	CLEP Subject Matter Course Examinations UP Exams Oral Exams	Papers Products Interview
Cultural Growth	Art, Humanities	CLEP Subject Matter Course Examinations UP Exams	Products Observation Reports
Vocational - Professional	Basic Professional Courses	CLEP Subject Matter Course Examinations UP Exams Skill Tests National Occupational Competency	Job Experiences Licenses Certificates Testimonials

Table 6

Possible Sources of College-Level Examinations*

Listing of College-Level Achievement Tests, Educational Testing Service, 1970.

A comprehensive digest of external examinations.

Major testing programs that evaluate college-level achievement are:

1. Cooperative Examinations, American Chemical Society.
   (Tests in 9 of the major areas of chemistry)

2. Achievement Tests and College Placement Tests, College Entrance Examination Board.
   (Evaluation of secondary school level achievement and used by colleges for advanced placement)

3. Achievement Tests in Nursing
   (Evaluation of 15 major areas of nursing curriculum)

4. Advanced Placement Program, College Board
   (Evaluates 16 areas of college-level learning, based on college-level courses to be taught in secondary school)

5. American College Testing Program
   (Measures secondary school achievement and for college placement)

6. The California Achievement Tests, California Test Bureau, McGraw-Hill.
   (Evaluates basic skills in reading, arithmetic and language)

7. College-Level Examination Program (CLEP), sponsored by College Board.
   (Credit by examination for traditional and non-traditional students, evaluation by 5 General Examinations based on what and not where learned, 5 more exams to be developed)

8. College Proficiency Examination Program, New York State Education Department.
   (Credit by examination in 36 subjects)

9. Cooperative Mathematics Tests, Educational Testing Service.
   (Measures competence in 4 college-level areas of math)

10. Advanced Tests, Graduate Record Examinations.
    (Exams in 21 fields, primarily for admission to graduate school)

11. Cooperative Test Services, Educational Testing Service.
    (Exams in 5 languages)

12. Cooperative Foreign Language Tests, Modern Language Association.
    (For use after 1 or 2 years of college language study, for advanced students and language majors)

Possible Sources of College-Level Examinations
Page 2

13. Achievement Tests for Basic Professional Nursing Program, National League for Nursing.
(Tests in 19 areas of nursing)

14. National Teacher Examinations, Educational Testing Service.
(Tests competence of future teachers in general, professional and 23 specialized areas of preparation)

15. Teacher Education Examination Program, Educational Testing Service.
(For teacher education institutions, general professional exam and 13 specialized teaching areas)

16. Undergraduate Program for Counseling and Evaluation, Educational Testing Service.
(24 Field Tests in institutional research, curriculum, senior comps, counseling, placement and student assessment)

17. Subject Standardized Tests, USAF.
(70 college level areas tested regardless of materials used in study)

* Parts of this list were extracted from Explorations in Non-Traditional Study, Samuel B. Gould and K. Patricia Cross, Jossey-Bass, San Francisco, 1972.

Table 7

UNIVERSITY OF NEBRASKA-LINCOLN "C L E P CREDIT BY EXAMINATION POLICY" June 1, 1972

Subject Examinations:	Minimum Acceptable Score	Amount of Credit Awarded	N U Course Equivalent	Comments
American Government	under study	3	Pol Sci 120	
American History Before 1865	50%ile	6	Hist 241, 242	
*Since 1865				
American Literature	50%ile	3	Eng 261 or 262	
Analysis and Interpretation of Literature	50%ile	3	Eng 101 or 102	
Biology: Knowledge	under study	3	Biology 101	Subject to completion of one hour Lab. Course
*Analysis				
College Algebra	50%ile	2	Math 101	
College Algebra-Trigonometry: Algebra	50%ile	2	Math 101	
*Trigonometry	50%ile	2	Math 102	
Computers and Data Processing	50%ile	3	Comp. Sci. 120	(Supp. essay test require
Educational Psychology	-	0		
English Composition	50%ile	3	Eng 101 or 102	
English Literature	-	0		
General Chemistry	50%ile	6 or 8	Chem 109, 110	(2 add'l hrs. by intervie
General Psychology	under study	4	Psych 170	
Geology	70%ile	3	Geol 101	(Supp. essay test require
History of American Education		0		
Human Growth and Development	50%ile	3	H.D.F. 192	(1 hr. of Lab required)
Introduction to Business Management	70%ile	3	Mgm. 235	
Introductory Accounting	under study	3 or 6	Acc. 103, 104	cr. var. dependent on scor
Introductory Business Law	under study	3	Bus Law 101	
Introductory Calculus	50%ile	5	Math 106	(if Math 107 is completed
Introductory Economics	50%ile	6	Econ 211, 212	
Introductory Marketing	-	0		
Introductory Sociology	50%ile	3	Soc. 153	(Supp. essay test require
Money and Banking	50%ile	3	Econ 303	(Supp. essay test require
Statistics	50%ile	3	Math 180	
Tests and Measurements	-	0		
Trigonometry	50%ile	2	Math 102	
Western Civilization	50%ile	6	Hist 181, 182	or Hist 183 &184
General Examinations:				
English Composition	-	0		
Humanities	50%ile	3		
Mathematics	50%ile	2		
Natural Sciences	50%ile	3		
Social Sciences-History	50%ile	3		

Enrolled University students may receive the hours indicated (if qualified) without further charge. The policy as indicated including recognition, required percentiles, credit awarded, and University course equivalencies is effective for the period June 1, 1972 through June 1, 1973. Inquiries may be directed to: John E. Aronson, Director of Admissions
University of Nebraska-Lincoln
Lincoln, Nebraska 68508

Appendix B

Goals of S-U-N

The goals of S-U-N are based upon the premise that learning is a total experience; the mind or the body cannot be truly educated independently. While the goals of promoting intellectual, cultural, personal, and professional-vocational growth are not unique to S-U-N, the fact that S-U-N proposes to provide students with the chance to assess their growth in all the areas promises to be a challenge for S-U-N and an opportunity for the student.

The following description is intended to provide the basic framework for further elaboration and model-building.

Intellectual Growth

One of the major purposes of a college education is to assist the student in mastering a body of knowledge in such a fashion that he is facile enough with it so that he can apply the knowledge, can use it to obtain new insights and can integrate and communicate these in a manner that is understandable to others. The student will be able to evaluate new and unfamiliar material in light of the knowledge gained and will be sufficiently involved so that he or she will not only want to continue learning, but does. This growth pattern parallels in many ways Bloom's (1956) oft referred to Taxonomy of Educational Objectives which lists knowledge, comprehension, application, analysis, synthesis, and evaluation as the major cognitive goals or objectives.

Three comments need to be made about these standard, if not staid, objectives. First, they can be obtained in many ways; the classroom lecture, textbook, and examination route being only the most typical. Secondly, they can be viewed in a hierarchical fashion and often are. Thus, a freshman might

be expected to obtain knowledge and comprehension in a discipline, whereas a senior would be expected to be able to synthesize and be in a position to evaluate. Thirdly, intellectual growth is not isolated from growth in other areas. It is unlikely that real changes are likely to occur in a person through the total spectrum of intellectual growth without this at the same time affecting that person in other ways, personally, culturally, and perhaps even socially.

Cultural Growth

Culture is defined in this context as the arts and artifacts of civilization. It is the result of man's creative effort to search for and give meaning to his existence in modes that may range from the harpsichord to the bongo drums, from Shakespeare to Picasso. Most colleges promote student cultural growth by providing and/or requiring courses in the humanities and the arts and by augmenting the campus environment with opportunities to explore and expand his knowledge and appreciation through concerts, art exhibits, and lectures. In most instances, cultural growth is a recognized and legitimate goal, though it may not be systematically integrated into the experiences of all college students.

At least three levels of cultural attainment can be considered part of this larger goal. First, there is awareness. The student must know what cultural opportunities are available and how they relate to his life and interests. Secondly, there is beyond simple awareness, an appreciation. At this level the student has developed what is commonly called taste, which means that he is able to discriminate with the help of meaningful criteria the levels of culture, such as differences between folk art and fine art. Two distinct, but not exclusive, components constitute the third level:

participation and involvement. At this level the student may be an actual creator of culture, one that has a public impact beyond his own private domain. He may paint, write, sculpt or perform. At the same level, however, is a deeper appreciation that embodies involvement, though not necessarily creation. At this level the student reads a poem or views a picture, not just as an historical artifact, but as a person who is deeply moved or affected by the work of art. It gives a new meaning to his own life, as well as an understanding of others.

Social-Personal Growth

One major goal of most collegiate environments is to develop and promote maturity among students. Definitions of "maturity" vary and it is difficult to sort out how many of the changes that occur in students during their college years are due to the passage of time and how many are due to the impact of the college experience. Maturity is not easy to define, but perhaps an elaboration of some of its key components will help.

Understanding oneself must be a first prerequisite of maturity. Having some insight into one's own history and how this interacts with every day actions is a necessary condition of movement toward maturity. If a person is to fully appreciate life and reach some approximation of self-actualization, then an awareness of the hows and whys of his own behavior is vital.

Understanding others is a natural corollary of understanding oneself. Development of insight into the behavior of others is, of course, not independent of knowing oneself. Intellectual awareness is insufficient for effective living.

Two other important dimensions of social-personal growth and maturity are problem-solving skills and independence. Here again, these dimensions

are not completely independent of intellectual goals, even though it is possible for someone to be an expert on decision-making theory, but to be indecisive and highly dependent.

Vocational-Professional Growth

One of the primary objectives for students who pursue college work is to prepare themselves for a vocation. College majors are designed, in most instances, to provide students with a solid core of basic knowledge and techniques which they will be able to apply to a vocation upon graduation, as well as present the students with the study of a discipline in depth. It is unrealistic not to expect today's college students to be vitally interested in the direct relevance of their education to their occupational and professional future.

It is just as important, however, to recognize that how a person defines himself vocationally is intimately related to how he views himself as a person. It is one of the goals of a collegiate program to foster the kind of thinking among students that encourages them to view their job future as a vocation. This means that the students in the course of their education and training will acquire more than career-oriented knowledge and techniques but will also attain certain attitudes and sensitivities that go along with being a professional.

In essence, goals related to vocational-professional growth are twofold: those that relate to acquiring knowledge and techniques and those that relate to integration of professional attitudes into a new self-image.

SUMMARY

These goals have been broadly stated. They can be broken down into more specific subcategories and translated into expectations of student performance.

This will be one of the next steps in the evaluation program development. In outline form the goals are presented below:

I. Intellectual Growth
   - A. Knowledge
   - B. Comprehension
   - C. Application
   - D. Analysis
   - E. Synthesis
   - F. Evaluation

II. Cultural Growth
   - A. Awareness
   - B. Appreciation
   - C. Participation
   - D. Involvement

III. Social-Personal Growth
   - A. Understanding oneself
   - B. Understanding others
   - C. Problem solving
   - D. Independence

IV. Vocational-Professional Growth
   - A. Career oriented knowledge and skills
   - B. Professional attitudes and sensitivities

Appendix C

CONSULTANTS AND RELATED ACTIVITY

Sources Contacted (Correspondence, phone, visits)

Samuel Baskin, President, Union for Experimenting Colleges and Universities

Boyer, Chancellor, State University of New York

K. Patricia Cross, Educational Testing Service

Samuel Gould, Chairman, Commission on Non-Traditional Study

Louise B. Koroluk, Consultant, Regents External Degree Program, State Education Department, New York

Caleb A. Lewis, Director of Special Programs, University of California at San Diego

Hal Roeth, Empire State College, New York

Albert M. Serling, Director, College-Level Examination Program, ETS

John H. Summerskill, Director, External Degree, ETS

David Sweet, President, Minnesota Metropolitan State College, Minnesota

James J. Zigerell, City College of Chicago

Critique Consultants and Reactors

Larry A. Braskamp, Educational Psychology Department, University of Nebraska

Gene Glass, Educational Research Laboratory, Boulder, Colorado

Wes Meierhenry, Adult Education Department, University of Nebraska

Robert Stake, CIRCE, University of Illinois at Urbana

Vernon Williams, Educational Psychology Department, University of Nebraska

Conferences

Attended.

American Association of Higher Education, Chicago, Illinois

American Educational Research Association, Chicago, Illinois

Appendix C (cont.)

Commission on Non-Traditional Studies, Special session, Washington, D.C. Held.

Nebraska Registrar's Association, Lincoln, Nebraska

S-U-N Advisory Council, Lincoln and Hastings, Nebraska

Reactor and Critique Consultants, Lincoln, Nebraska

Appendix D

Case Illustration 1

Use of CLEP Subject Matter Exam

John J., a high school student, has done considerable reading in the area of psychology. His high school does not offer a course, but he has had access to a good library and he has an older brother who is a psychologist. He believes he has knowledge of psychology comparable to what a person would know after taking an Introductory Psychology course -- at least this is what a high school counselor tells him when he suggests he consider seeking credit through NCEP.

John consults with a S-U-N staff member at a resource center. He is given several outlines of what content is usually covered in a psychology course and asked to take the CLEP examination in Psychology and complete the application forms.

John's CLEP score puts him at the seventy-fifth percentile and the Credit Review Panel in the Social Sciences recommends that credit be awarded.

Case Illustration 2

Evaluation of Product

Mary B. has never taken a college course, but she has been a highly active painter in her spare time. She works with an interior design firm helping customers choose fabrics for drapes and rugs. She has occasionally thought of college, but cannot picture herself at age twenty-five starting as a freshman. She would like to become more involved with actual home design. A brochure describing NCEP motivates her to explore the possibility of gaining credit.

After a consultation with S-U-N and NCEP, she takes the CLEP General Examinations, the Art History Field Test of the Undergraduate Program Examinations. She also submits a portfolio of her paintings to the Humanities Credit Review Panel.

The Panel decides it is not competent to review the portfolio but they ask for the reaction of representatives of three college art departments, all of whom agree that her work is comparable to that of a student who has taken several art courses. With the advice of the art professors, the Panel decides that an interview with Mary would be appropriate. Testimonials are also obtained from her employer. On the basis of her CLEP General Examination Scores she is recommended for nine hours credit in Humanities, Social Sciences, and Natural Sciences. Her performance on the Art History examination was marginal, and the interview revealed that her knowledge of Art History was limited to several periods of history and was not comprehensive. The Review Panel recommended awarding three hours of credit in Art History and suggested that completion of several suggested readings and a passing mark on a locally constructed exam would warrant three more hours. Twelve hours of credit were awarded in art and six hours in design. Mary B. was thus awarded thirty hours of credit. She planned to take several S-U-N courses and to work toward an Associate Arts degree.

Case Illustration 3

Interdisciplinary Credit

Peter T., forty-three, has retired from the U.S. Army as a captain. He took two extension courses some years ago, but has had no other college work. He was initially in the Infantry, later transferred to Intelligence, spent three years in Washington, D.C. and at least a year each in Germany, Japan, Korea and the Middle East. His hobbies have included photography and history. Wherever he was stationed he tried to become knowledgeable about the culture and history of the country. He enjoyed touring the country, building an extensive library of slides and he took pride in building a slide demonstration with a narration that provided historical background to each picture.

He would like to become a high school teacher, but four years of college seem like a long time, even though he could afford them financially. He heard about NCEP from a fellow officer just before he retired and decided to investigate. Eventually he took the CLEP General Examination and several Undergraduate Program Field Examinations. However, the Interdisciplinary Panel, to which his case was referred early decided to use his performance on these exams as only supplementary evidence. The Review Panel asked him to do two things. First, they asked him to present a slide presentation with narration and to supplement this with a description of his historical review procedures. Secondly, they asked him to construct a similar program on a country he had not visited and to provide the Panel with copies of his references and a verbal description of his tactics. He was asked to deal with economic and social perspectives, as well as the historical. His presentation was judged on the quality of the final presentation, the thoroughness of his search tactics, the quality of his decision-making processes about material

to include or exclude, and his ability to integrate the material gathered. On the basis of his performance on this task and the CLEP, the Panel recommended awarding credit comparable to three years of college with a Social Science concentration. It was recommended that he take one science course, two integrative history-economic courses (or independent study if possible) and the necessary teacher training courses for certification. For some of the latter he might inquire about testing-out from a specific college. It seemed likely that Peter T. could obtain a college degree and enter a new profession within a one-year period.

Part III

CLIENTELE STUDY

Purposes

There are a number of significant questions which need to be considered as decisions are made about the feasibility of a "University Without Walls" concept for a state like Nebraska and the form which S-U-N might take. The purpose of this study was to determine the nature of the potential clientele for a multi-media approach to providing college credit courses to the citizens of Nebraska and those in nearby states.

The major questions, which this clientele study attempted to answer were:

1. What are the general reactions of people in the State to the basic concepts of the S-U-N program?
2. What is the extent of serious interest (likelihood for enrolling in courses) in the S-U-N program?
3. What are the unique characteristics and needs of the potential clientele?
4. What kind of feedback do respondents provide which might help guide planning and implementation?
5. What special clientele groups (such as low-income, handicapped, etc.) might benefit from the availability of college courses through the S-U-N program?

The Clientele Study has attempted to answer these questions, recognizing that there are major methodological problems and imponderables. The nature and extent of the survey hopefully provide the best answers to the five key questions, short of having an actual program in existence and asking students to register and enroll.

METHODOLOGY

Sample

Three major population groups were sampled: 1) high school juniors and seniors, 2) adults throughout the state, and 3) special population groups, such as diploma nursing students, low-income groups, registered nurses, and on-campus students. Several sub-populations were contacted to determine their reaction to the program and the potential it had for persons with whom they had direct contact. These included high school teachers and administrators who were asked for their reactions to the S-U-N concept and for their own interest in the possibility of taking courses.

Responses were obtained primarily through questionnaires which were completed by students and adults after having heard about the program directly from a taped narrative and slide presentation, having read a descriptive brochure which had been mailed along with a questionnaire, or after having read the brochure and being questionned by phone.

High School Students. Efforts were made to arrive at as random a population as possible. For the high school student survey, 100 schools throughout the State were randomly selected from the over 450 high schools in the State. Because the populations of Lincoln and Omaha represent a major proportion of the state population, schools from these two major cities were added to those randomly selected.

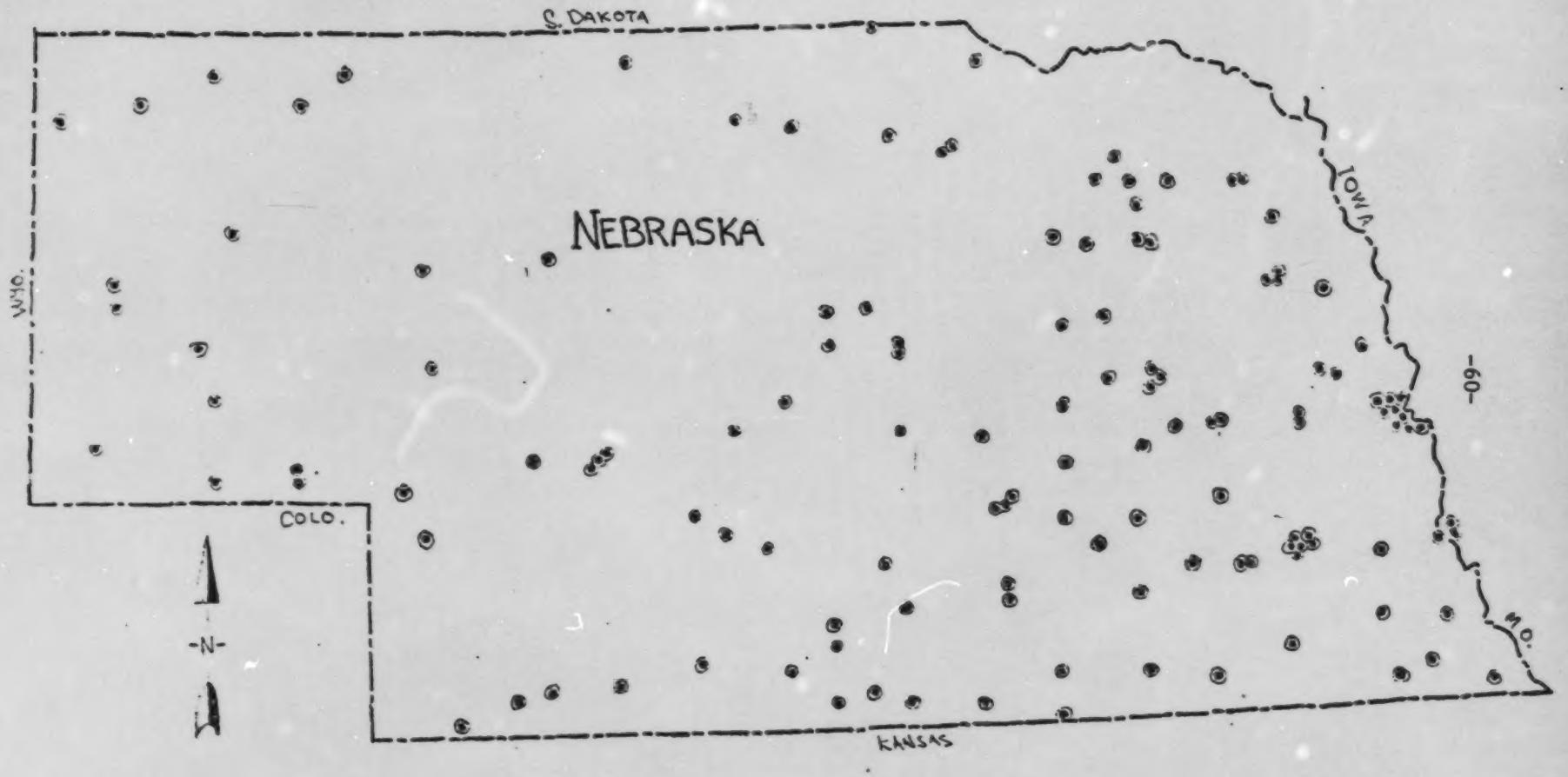
Fifty schools were randomly chosen from the original 100, and these were assigned to members of a team who visited the high schools, presenting the slide-narrative program description and obtaining student responses. The team was composed of the directors of admissions at UN-Lincoln, UN-Omaha, and a high school administrator. Principals were asked to gather together a random group of students or to select an intact class or study hall which

would be composed of typical students. The remaining schools were contacted by mail and their principals were asked to distribute brochures and questionnaires. The purpose of the mailed survey was to determine whether or not student reaction differed depending upon the mode of presentation, slide-narrative or brochure, as well as providing broader state-wide coverage.

Obviously the randomness of the students selected to view the program description or read the brochure was contingent upon the cooperation of each principal and in some instances the convenience of students' schedules. Comparison of the visited and mailed high school student responses (see Table I in Appendix B) indicates there are no differences on key variables, though the visited students were somewhat more enthusiastic about the program. The comprehensiveness of the survey and the comparability of the visited and mailed groups suggest that the sample group was reasonably representative.

Adults. Adults surveyed by phone and mail were selected randomly from phone books after the towns to be surveyed were selected at random from a list of Nebraska towns. Again, Lincoln was added to the list of towns after the initial selection. Omaha, however, was selected in the random drawing. In effect, this resulted in a stratified random sampling as the number of names selected from each town was directly proportional to the size of the town in relation to the total state's population. People from over 40 Nebraska cities and towns were sampled. Table II in Appendix B demonstrates the representativeness of the respondents by age and size of town. Since the major concern of the clientele study was the total population who might enroll in S-U-N and the representativeness of the sample returns appeared to be demonstrated, it was not necessary to weight the final tabulations. Actually the weighting had been determined in the initial sample selection process. The map displayed in Figure I illustrates the areas of the State from which returns

LOCATION OF NEBRASKA TOWNS SURVEYED



⊙ = Areas where S-U-N Project Surveys were conducted.

FIGURE I

were obtained from high school students and adults.

Table 1, which follows, presents a breakdown of returns obtained from the various sub-populations surveyed.

TABLE 1

NUMBER OF PERSONS SAMPLED WITHIN VARIOUS SUBPOPULATION CATEGORIES

	High School Students		General Adults		Teachers & Administrators	
	Visited	Mailed	Phoned	Mailed	Visited	Mailed
Original Sample	1600	515	850	850	200	100
Valid Return Questionnaires	1564	500	480	240	200	100
Did Not Answer Phone or Mail Returned	NA	NA	176	55	NA	NA
Answered Phone, But Expressed No Interest and/or Did Not Complete Survey	NA	NA	194*	555*	NA	NA
Total Countable Responses	1564	500	674	795	200	100

Total Surveyed -- 3833

* In all instances reported in further tabulations, this group is entered into calculations as being not interested.

Special comments are warranted in regard to the adult sample. In the case of the adult mailed sample, questionnaires which were not returned were considered the same as unfavorable responses. Lack of sufficient interest to complete

and return a questionnaire was interpreted as a response of not being interested in the S-U-N program. For the phone groups, those who answered the phone, but did not wish to complete a survey, were also considered as not interested. These were countable responses and will be treated as such in all further discussions and analysis. While this is methodologically stringent, statistical conservatism is necessary in such a study.

"No answer" phone calls were deleted from the sample after several call backs. Since it is impossible to interpret the meaning of repeated "no answer" phone calls, it seemed appropriate to simply delete them from the sample and further calculations.

Table III in Appendix B presents a comparison of mailed and phone call responses obtained from adults. Though similar on age and schooling, they differed significantly in the percentage of returns and the sex ratio. It appears that the husband was more likely to take the responsibility for completing a mailed questionnaire, while the wife was more likely to respond to a phone survey. Some of these differences were undoubtedly a function of time of day as well, for some portion of the phone survey was conducted during the day.

Other Populations. Teachers and administrators in each of the schools contacted, either by visit or mail, were also asked for their reactions. They were asked questions about what they viewed as educationally sound and their personal interest in the S-U-N project. Registered nurses were sampled by phone and mail. A number of civic groups were contacted and their reactions were solicited, but not with a formal questionnaire.

Procedures

Explanatory Presentations. The S-U-N concept was new to many people and for this reason it was necessary to explain the program and its implica-

tions to people being surveyed before asking for their reactions. Two explanatory presentations were prepared and used throughout the survey:

1. An 11 minute slide-narration presentation was developed which illustrated the basic thrust and intent of the S-U-N program. This media presentation was portable and compact, making it possible for the program to be described in a uniform manner, succinctly, and conveniently to both large and small groups. (See narrative script attached - Appendix C)

2. A four-page, color printed brochure describing the proposed delivery systems, the type of courses to be offered, and how the program may meet various needs was printed and distributed among various populations within the State. A second, more brief brochure was also developed. (See copy enclosed in Appendix C)

Both presentations were informational in intent and clearly indicated that the program was in the proposal stage and not operational at this time. At the same time an effort was made to make the presentations interesting and attractive without being promotional.

Survey Questionnaires and Procedures. Three major questionnaires were developed. (See Appendix D) Questionnaire I was developed for use with high school students and the general population. It was designed so that it could be completed after either viewing the slide presentation or reading the brochure. This made it adaptable for use with populations contacted personally and for mail respondents. Questionnaire II (pink form) was designed for use with teachers, administrators, counselors, and other high school staff members. It, too, was adaptable for use through direct contact or through the mail. Questionnaire III was used solely for the phone call survey and essentially was a shortened version of Questionnaire I, designed so that it could be completed by the surveyer during the phone inquiry.

The phone call survey was conducted primarily by trained young college graduate women who called the numbers on the University WATS Line, generally between 3:30 p.m. and 8:00 p.m. Brochures with a cover letter from the President of the University were mailed at regular intervals of about 50 per day. After several days, the persons in the sample were called and asked for their reactions. If they had not read the brochure or wished to be reminded, a short description of the S-U-N program was read over the phone. Over half indicated they had read the brochure. If a respondent did not wish to answer the questions, they were thanked and recorded as "not interested". "No answers" were called back at least once and then recorded as such, but deleted from the sample.

RESULTS

The focus of the presentation of the survey results will be on answering the five major questions asked as the clientele study was initiated which concerned the: 1) general reactions of people, 2) extent of serious interest, 3) unique characteristics and needs of the clientele, 4) kind of feedback helpful in future planning, and 5) interests of special groups. The answers provide some indication of the characteristics of the potential clientele and their particular needs and interests.

1. What were the general reactions of people in the State to the basic concepts of the S-U-N program? Table 2, which follows, summarizes the reactions of high school students, adults, and teachers to some general questions. The reaction was positive with a clear majority believing the multi-media approach could be as effective as current teaching-learning practices, over 90% feeling comfortable enough with the concept to recommend it to others, and about half stating that someone in their immediate family might be interested in

TABLE 2

GENERAL REACTIONS TO THE S-U-N CONCEPT

	High School Students	General Adults	Teachers and School Officials
1. Yes, I believe that a student can learn as much in a multi-media approach as in a regular classroom.	69%	68%	90%
2. I would recommend this program to people I know who are capable of handling college work.	90%	94%	96%
3. Yes, someone in my immediate family might be interested in taking a course.	47%	15% *	NA

* Calculated on the basis of all sampled, including non-respondents

the program. Responses to these questions called for little commitment. Those surveyed were presented with a relatively novel idea for a new educational program (only about 10% had heard about the program before being contacted) and asked for their impressions. This degree of response does suggest, however, that most people's reactions were positive and supportive.

2. What is the extent of serious interest in the S-U-N program? As most social scientists recognize, feeling good about a program or concept does not necessarily result in behavioral action or change. Pollsters are sophisticated enough to realize that not all of those who favor a political candidate are going to vote for him on election day. Various tactics are employed to determine the likelihood of a respondent actually going to the polls. The same problem, perhaps with even more complications, existed for a survey of this sort. Feeling favorably disposed toward the S-U-N program

and even expressing an interest in taking courses does not necessarily foretell actual enrollment. This is especially true when financial limitations or life circumstances may have a direct effect on planning. Some attempt was made to control for these contingencies by asking questions which call for background information and a deeper expression of interest. These results are presented in Table 3, which follows.

TABLE 3

EXPRESSION OF SERIOUS INTEREST IN THE S-U-N PROGRAM

	High School Students		General Adults *	
	Visit	Mail	Phone	Mail
1. I would like to earn college credit in a program like the one described.	66%	66%	20%	12%
2. It is "Very Likely" or "Somewhat Likely" that I would sign up for one or two courses next fall.	46%	47%	13%	6.7%
3. It is "Very Likely" that I would sign up for one or two courses next fall.	15%	8%	6.8%	2.1%
4. It is "Very Likely" that I might sign up for courses sometime in the future.	26%	25%	NA	4%
5. I would like to be put on a mailing list to receive more information.	47%	37%	45%	13%

* All percentages presented for adults are based on the total sample, not just the respondents.

Not reported in this table is the finding that 71% of the teachers surveyed thought they would personally sign up for a course for themselves, if an appropriate course was available. While some sought graduate courses, a sizeable number wanted undergraduate courses which could strengthen their teaching majors.

In an attempt to screen out the most likely candidates for actual enrollment in the S-U-N program, the data were subjected to several screening sorts. Respondents who answered "Yes" to four critical questions were first sorted out. The sorting criteria included: 1) having completed the survey, 2) indicating an interest in taking courses, 3) indicating that they would "very likely" take a course in the fall, and 4) expressing an interest in being put on a mailing list for further information. Finally, after being screened for favorable responses to these criteria, respondents were further screened on the basis of their interests and background as indicated by answers to questions related to their reading habits, previous exposure to education, and civic interests. On the basis of previous research findings, though still somewhat arbitrarily, the cutoff on this sort was established to be a positive response to at least two activities and experiences. The results of this screening process are presented in Table 4.

This screening can be envisioned as a sifting process with each sieve (criteria sort) resulting in fewer likely clientele candidates. Some sorts have a more dramatic impact upon the proportion left and these tend to be the initial screening criteria. This process has been demonstrated in Figure II. It is important to note that this process remains incomplete. There are at least three more sorts which will take place, but are impossible to predict, short of the S-U-N program being ready for seeking actual registrations. Do those interested feel they have access to sufficient funds and will their life

TABLE 4

SCREENING PROCESS FOR POTENTIAL S-U-N CLIENTELE
FOR SERIOUSNESS OF INTEREST AND LIKELIHOOD FOR ENROLLMENT

Screening Items	Adult Respondents		High School Respondents
	Mail	Phone	
1. Completed survey	30%	80%	100%
2. Said they would be interested in taking courses.	12%	20%	66%
3. Interested in taking courses and said likelihood was "Very Likely".	2.1%	6.8%	11%
4. Interested in taking courses, likelihood "Very Likely" and wanted on mailing list.	1.8%	6.2%	5.5%
5. Interested in taking courses, likelihood "Very Likely", wanted on mailing list, and have favorable interests and background.	1.6%	2.7%	4.1%

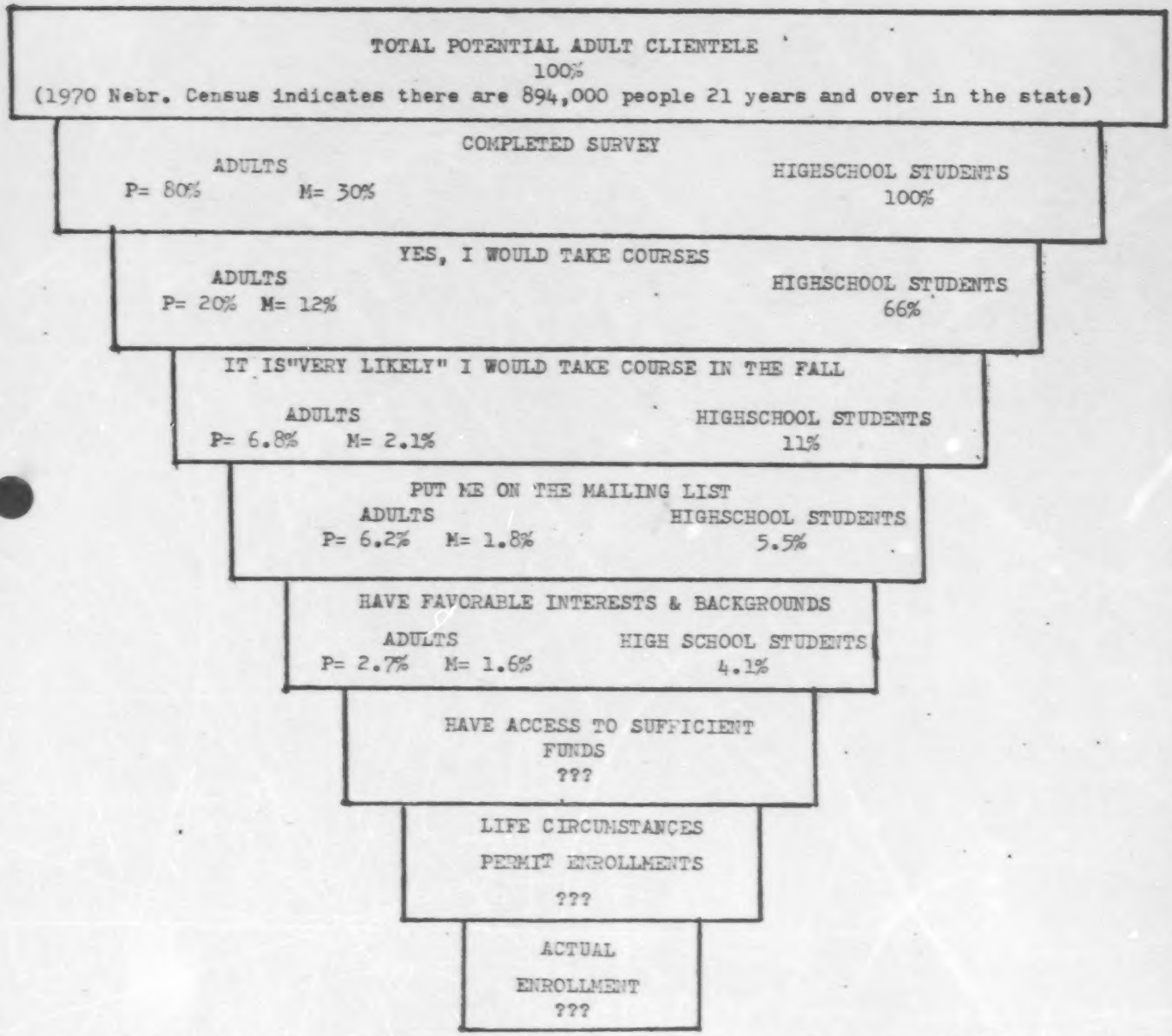
circumstances in the fall permit enrollment? The final sifting is the moment of actual registration.

Nevertheless, the screening process completed through the survey should provide an adequate indication of the potential clientele. They represent the basic pool of persons most likely to respond with interest to the S-U-N program. The actual clientele will come from this basic pool, but because of financial or personal life circumstances, it will most likely be a smaller group than the total potential group.

On the basis of this analysis and census figures which indicate there are approximately 890,000 adults over 21 and 50,000 high school juniors and

FIGURE II

SUN POTENTIAL CLIENTELE SCREENING*



P= Phone Survey Respondents

M= Mail Survey Respondents

* All percentages based on total sampled, not just actual respondents.

seniors, the potential adult clientele ranges from 14,000 to 24,000 and the high school student potential clientele is approximately 2,000 students.

3. What are the unique characteristics and needs of the potential clientele? Like any educational program, it is important for the S-U-N staff to have a solid grasp of the characteristics of its clientele and their needs and interests. Table 5 compares the interested and not interested adult respondents on several key variables. Examination of the table indicates that the interested adults are significantly younger than their non-interested counterparts and somewhat better educated. Though the groups are similar in sex, number of children, and occupational background, the interested group have a history of greater involvement in educational endeavors and do more reading.

There are two important, though somewhat contradictory, results from this analysis which bear consideration, as the S-U-N program moves toward implementation. First, the most interested adults are likely to be those with some college experience rather than the complete novice. They will be persons who have already given evidence of interest in education by having been in adult classes, extension classes, and civic groups. At the same time that this conclusion appears warranted, the wide diversity of backgrounds and characteristics of the interested adults must be noted. Seventeen percent of those expressing at least some interest in the program were not high school graduates, while 19% were college graduates. Over half were over 30 years old and over a fourth were housewives. This heterogenity illustrates the widespread interest in higher education within the State, and it also should have some impact upon the nature of the course experiences offered.

To help in the planning and implementation phases of the S-U-N program,

TABLE 5

COMPARATIVE PROFILE OF INTERESTED AND NOT INTERESTED ADULT CLIENTELE

(Based on Phone Survey Data)

	Interested	Not Interested
Age (Mean)	35	47
Over 30	59%	77%
Over 40	31%	61%
Over 50	14%	44%
Sex -- Male	37%	34%
Female	63%	66%
Number of Children (Mean)	1.8	1.8
Occupation		
Business - Professional	19%	14%
Skilled - Semi-skilled	22%	20%
Farmers - Ranchers	3%	4%
Housewives	28%	31%
Students	13%	8%
Clerical	2%	6%
Retired	2%	13%
Education		
Less than High School	4%	14%
Some High School	13%	12%
High School Graduate	42%	37%
Some College	37%	20%
College Graduate	19%	17%
Interests and Activities		
Have taken Adult Education or Correspondence Course	46%	27%
Read Magazines or Books Regularly	79%	69%
Have been College Students	46%	39%
Active in Civic, Community Affairs	43%	41%

two special needs and interests of the potential clientele need to be known, courses of interest and time of day most convenient for working on courses. Table 6 presents the courses of interest to students and adults. The pattern is similar for both groups with accounting and psychology heading the list. While respondents were given a list of introductory college courses which had been seen as possibilities in the original S-U-N proposal, the diversity of the courses listed by students and adults under "other" revealed a wide diversity of interests.

TABLE 6

COURSES OF INTEREST

	High School Students		General Adults	
	1st Choice	2nd Choice	1st Choice	2nd Choice
ART	14%	10%	8%	5%
ACCOUNTING	17%	15%	24%	13%
BIOLOGY	14%	12%	5%	4%
PHILOSOPHY	3%	7%	3%	6%
PHYSIOLOGY	3%	6%	-	9%
PSYCHOLOGY	16%	16%	16%	20%
SOCIOLOGY	7%	19%	8%	23%
OTHERS	26%	15%	37%	20%

The most popular time of day for working on a course was during the early evening hours between 5 p.m. and 9 p.m. with over half suggesting

this as the most opportune time. Anytime during the day or afternoon were more likely to be chosen by housewives. Only about one-seventh suggested late evening (after 9 p.m.) as the preferred time.

4. What kind of feedback did respondents provide which might guide S-U-N staff in future planning? All respondents, whether interested in the program or not, were given the opportunity to answer several open-ended questions which asked for their rationale for interest or lack of interest. Their responses will be briefly summarized here by the major sampling groups:

High School Students. The most appealing aspects of the S-U-N program were primarily the convenience in time and location. The idea of being able to gain college credit and work at the same time was attractive. A number found it appealing because they could not afford financially to attend college in a live-in situation and others thought the idea of gaining college credit while still in high school was worth considering. A significant number saw the S-U-N program as less formal and perhaps less pressurized than on-campus courses. Others were attracted because it represented a new and different approach and because they could progress at their own pace. Convenience and the potential novelty were the major reasons given for interest by the high school students.

For high school students who expressed no interest in the program, the most frequent reason given was the lack of personal contact either with other students or with teachers. Some felt that they would miss out on social and cultural opportunities by not being on a campus and others thought they needed the personal contact with a professor. These tended to be students who already planned to go on to a four year college.

Adults. Convenience was again an attractive aspect of S-U-N for adults.

They also saw it as a way of updating and enriching themselves. They desired more education primarily because it might increase their job advancement opportunities, but a sizeable proportion indicated that enrichment or continuing to grow was sufficient motivation. A few saw the S-U-N program as a means of finishing a degree.

Advanced age was the primary reason why some adults saw no personal involvement with S-U-N for themselves. Others stated that lack of time or the fact that they already had a degree were reasons for their lack of interest. A few were concerned about the lack of teacher-student contact. Personal reasons included finances and job or family responsibilities.

Teachers. Positive reactions to the S-U-N program among teachers focused primarily on convenience with the fact that the program would appeal to people in many different settings also listed as a positive factor. A good number saw the opportunity for students to test out their ability for college work and the potential of a multi-media approach as adding special appeal.

Major concerns of the teachers included tuition costs, the quality of the program, and problems related to keeping students motivated to do the required work. A few were concerned about the extent of student-student and teacher-student interaction.

In summary, the convenience of such a program and its possible use by people in a variety of settings, ranging from school, job, to home, were the most appealing aspects of the S-U-N program for those surveyed. The possible novelty of a new way to learn also had its supporters. Major concerns were those related to personal contact either with other students or with teachers. These have a number of implications, among which are the importance of making it possible to complete a course with little travel, utilizing the

potential creativeness of the media, and providing some form of a sense of community for support.

5. What special clientele groups might benefit from the availability of college courses through the S-U-N program? The convenience which the S-U-N delivery system makes possible, the possibility of individually paced instruction procedures, and the multi-media approach of S-U-N may mean that the program has particular relevance and utility for selected sub-populations within Nebraska. This possibility has been and is being explored with a number of special potential clientele groups. The outcomes of these efforts are outlined briefly in the following few pages.

Diploma Nursing School Students. The S-U-N program has been discussed in detail with the Nebraska Television Council for Nursing Education which includes several nursing schools from South Dakota. This group has endorsed the S-U-N program and envisions that college credit courses through S-U-N would have immediate applicability for their programs. For a number of years these schools have been seeking ways of obtaining college credit courses for their students. They are currently purchasing some programs from other educational TV program packagers, but these are not always adaptable to their needs. S-U-N appears to be one avenue to make their goals reachable. It is estimated that perhaps somewhere between 200-300 students would enroll. Most popular courses in terms of need, would be physiology and psychology.

Minority and Low-Income Students. Although it is anticipated that S-U-N tuition fees will be comparable to those charged for on-campus courses, student expenses will be limited to direct instructional-learning costs. There will be no room and board fees, no student health fees, no parking fees or other non-academic related expenses. It is hoped that funding will permit making

available a substantial number of tuition waivers for low-income students.

The program also will be low-risk in another sense, besides financial. Students will not have to make a major change in their life-style to enroll. They may continue working and they do not have to leave home. Besides the financial saving there is a substantial saving to the ego in terms of the investment or risk that is involved when one announces to the world that he is going to college. The S-U-N student will be in a less competitive learning situation than the typical classroom setting, he will hopefully have less chance of failing, and few will know that he has failed, if that occurs.

There will be a need, however, to engage in special efforts to inform low-income persons about S-U-N and its advantages. Once these students have been encouraged to try, there will need to be constant follow-up on their progress and problems. While some of this will be handled routinely for all students, these groups will need special attention. Contacts have been made with the Director and staff of the Technical Assistance Agency which has ten centers for working with low-income persons throughout the State. They expressed an interest in the program and are eager to help implement the program. Current plans, with their encouragement, are to submit a funding request which will outline the hiring of personnel who would work with low-income persons, helping inform them of the potential benefits of the S-U-N program and working with students once they enroll.

Efforts are being made to contact minority group leaders in the metropolitan areas of Lincoln and Omaha and in other areas of the State. At this point responses to the S-U-N concept have been favorable.

National Guard Training Programs. Several meetings have been held with General Penterman, Deputy Adjutant General, Nebraska National Guard, who has

expressed a deep interest in the S-U-N delivery system as a means of offering classroom type instructional packages for training purposes. The National Guard is also exploring possible ways of encouraging its members to upgrade their skills, competencies, and knowledge through S-U-N college credit offerings.

Nursing Home Residents. The director of the State Nursing Home Association thought that S-U-N might be of interest to nursing home residents. Some 2% of the total adult population sample who expressed an interest in S-U-N were retired. While age was often given as a reason for lack of interest, there were still a number of older respondents who wanted to take a course. A selected number of nursing homes are being surveyed.

Registered Nurses. A good many RN's want to return to college to obtain their degree. A random sample of RN's were contacted by phone and mail for their reactions. Approximately one-third of those contacted expressed a definite positive interest in the S-U-N program and the possibility of taking college courses through the program.

On-Campus College Students. A significant group which has not yet been formally surveyed is on-campus students. S-U-N may meet the needs of on-campus student populations in at least two ways. During the staff's discussions with college administrators from around the State, several have expressed an interest in offering an intact S-U-N course to their students in class size groups. This possibility could enrich a college's offerings without adding substantially to instructional costs. Another way S-U-N may have meaning for on-campus students is for individual students to enroll on their own. It is not that rare that current students enroll in correspondence courses because of conflicting class schedules or for purposes of accelerating progression toward a degree. Among the small number of college students who were contacted

as part of the general adult population sample, approximately a third responded favorably to the program.

State Penitentiary Inmates, Vocational Rehabilitation Recipients, Handicapped Persons, and Veterans. Contacts have been initiated with related agencies for all these groups. No estimates are available at this time as to how many persons from these groups are potential S-U-N students. It would appear, however, that these groups should be informed of the program and undoubtedly some proportion of these sub-populations will enroll.

These represent some of the major sub-populations for which the S-U-N program may have some meaning as they plan their future. Depending upon the courses available, it seems very likely that some proportion are potential S-U-N students. In some instances, such as the diploma nurses, this would be a major proportion.

THE CLIENTELE STUDY IN RELATION TO PROGRAM DEVELOPMENT

There are dimensions of program development which relate directly to the clientele study. In addition to the students who actually enroll in courses, there are other "clienteles" including the faculty members and personnel who will be working together as a team to develop each course and the staff of related programs, such as correspondence and extension, who will be assisting in the integration of the programs. Registrars from all colleges and universities in the State will be intimately involved in recording credit and transferring records. The administrative staffs of all educational institutions will be involved in varying degrees with the S-U-N program. These groups of clientele have questions and concerns as well. While the clientele study was being conducted, the S-U-N staff was also actively pursuing those questions and concerns of each of the above listed groups to assure positive program development. While these phases will not

be discussed in detail in this report, it is important to outline the kinds of activities which have been occurring and which have moved the S-U-N program to the point of being operational.

Here are a few of the activities:

1. Planning operational policies and procedures. The original planning group, which was composed of University of Nebraska staff and personnel has been expanded to become a State-wide body with representatives from the high school, private colleges, state colleges, technical-community colleges, junior colleges, and several State educational agencies. This group has met every three weeks since October to discuss procedures for admission, registration, and fees as well as clientele needs and interests.

During the last several weeks, discussions have been held with the NETCHE (Nebraska Educational Television Council of Higher Education) Board of Directors in which a proposal has been developed making the NETCHE Board (composed of college and university presidents of Nebraska) the official policy advisory board of S-U-N. While this action has not culminated, it is anticipated that the action will be taken.

2. Consulting with staff of related programs. Key personnel involved in correspondence programs and media efforts have been interviewed and consulted for their guidance in program development. The groundwork has been laid for their continuing involvement with S-U-N.

3. Selecting faculty. College administrators have recommended outstanding faculty interested in innovation as possible subject-matter content specialists on teams for course development. Many of the recommended faculty have been interviewed. If the S-U-N program is to offer two courses by February 1, 1973, and other courses by July 1, 1973, teams for other courses

must be working together full-time quite soon. Several faculty members have agreed to work with S-U-N if the program becomes operational. Actual time lines for course development have been outlined as well as principles to guide course development. (See Appendix F)

4. Defining the nature of Resource Learning Centers. Regional Resource Centers are an integral part of the S-U-N proposal. In conferences with higher education institutions, Educational Service Units, high schools and public libraries, it has been determined that the S-U-N Resource Learning Centers will have the following functions:

a. Students will register for courses at the S-U-N main office at the Nebraska Telecommunications Center in Lincoln or at S-U-N Resource Centers. Either route can be accomplished by mail or in person.

b. Resource Centers will be available at designated times for S-U-N students to use specialized equipment and materials related to course work and for vocational-educational planning.

c. Resource Centers will be used as testing centers for courses as well as for nationally standardized testing programs.

d. The Center will be the meeting place for students enrolled in the same course.

e. The instructor of the course will visit each Resource Center at designated times where students would have the opportunity for either individual or group conferences.

f. In some instances the Center will be the location for tutorial assistance for students.

g. Provide direct telephone conferences between groups of students and the instructor.

h. Maintain contact with area S-U-N students to keep them interested and motivated.

i. Help develop general interest in the S-U-N program and channel community impact on quality and type of courses to S-U-N.

j. To provide the personal contact with S-U-N students and prospective students so highly desired in the learning process.

The State Library Commissioner has outlined many ways in which the library network can assist the S-U-N program. With the help of the retired University of Nebraska Library Director, the feasibility of libraries as actual resource centers is being explored.

5. Coordinating efforts with other educational institutions. Staff members have had personal interviews with key officials in almost all of Nebraska's colleges and universities. Discussions have focused on describing the S-U-N program and exploring ways each institution may relate to the program. (A brief discussion of the nature and outcomes of visits to 32 college campuses is outlined in Appendix F.) A special State-wide meeting of registrars was held to discuss questions related to articulation. Appendix F also includes news clippings, the resolution of support from the Educational Television Commission, and an illustrative example of the reactions of community groups.

These efforts have been fruitful and suggest that there promises to be cooperation of most all educational enterprises within the State to support S-U-N and that the physical and personnel resources are available to make S-U-N a reality. To fully describe the supporting evidence for this conclusion would demand a more extensive report, but this summary should indicate that the clientele study, a major and important undertaking, was one phase of a comprehensive feasibility study which has been underway since November.

In conclusion, this clientele study has attempted to discover the level of interest of Nebraskans in the S-U-N program concept. Does it have any relevance for their educational needs and interests? The results suggest that the program has a potential appeal to a sizeable number of Nebraskans from all age groups and all walks of life. A significant percentage of Nebraskans are thinking about a college education and its relevance for them. A sizeable pool of potential clientele exists.

This optimistic conclusion must be tempered by the awareness that the data suggest, as does previous research, that not everyone interested in enhancing their educational accomplishments actually pursues that goal. Often, personal life circumstances interfere and sometimes the goal itself is just a wishful fantasy. This study has not attempted to predict how many students will enroll in S-U-N, but rather to answer the question of whether or not there is a significant number of people in the state to whom the program appeals and who may be potential registrants. The answer to the question is, "Yes."

SUN ORGANIZATION
Guide to the Assignment of Account Numbers to Expenses

ACCOUNTS	ACCOUNT #
(1) SUN Central	85-553-011-10
(A) Director of Program Development	-20
(B) Director of Curriculum	-50
(B1) Psychology Course Development	-52
(B2) Accounting Course Development	-53

The general rule will be to assign account numbers to the smallest definable area. For example, if the expense pertains to "Psychology Course Development" you would assign the corresponding account number (85-553-011-52). All of the University expense classifications (personnel, operating expenses, operating supplies, travel and equipment purchases) can be assigned to any SUN account number above.

If a single billing from a vendor applies to both "Psychology Course Development" and "Accounting Course Development" and (1) you are not able to determine what the exact ratio is, then the expense would then be charged to the next highest category, "Director of Curriculum"; (2) you are able to determine what the exact ratio is, then it is possible to assign two account numbers to our invoice voucher form and thereby segregate the proper portion of the expense to the proper category.

The same rules would apply to the (A) and (B) categories. Any expense applying to the Director of Program Development or Director of Curriculum would be charged to the corresponding account number. Any expense covering both of these areas and for which the exact ratio can't be determined, would be charged to SUN central. All general expenses which are unassignable to any unique category would be charged to SUN central; for example, telephone rental (long distance charges should be assigned to the proper category). New special billing numbers will be distributed to permit the separate charging of long distance calls.

Dr. Ross - should review the following items charged to any of the account numbers listed above.

1) All personnel appointments including hourly,
2) Equipment purchases,
3) Travel authorizations,
4) All blanket orders,
5) All expenditures over $100 in any category whether listed or not.

A

PROPOSAL

TO

ESTABLISH

THE STATE UNIVERSITY OF NEBRASKA (SUN)

July, 1971

REPORT AND RECOMMENDATIONS TO CHANCELLOR VARNER AND THE BOARD OF REGENTS OF THE UNIVERSITY OF NEBRASKA ON THE STATE UNIVERSITY NEBRASKA (SUN)

FORMATION OF THE COMMITTEE

For a variety of reasons, Chancellor Durward Varner began consideration of utilizing television to offer the freshman year, as well as meeting certain other educational needs. Preliminary discussion of the idea culminated in approval by The Board of Regents for more extensive exploration. A committee was appointed consisting of a representative from each of the three campuses and two members appointed by Chancellor Varner for the University System as follows:

W. C. Meierhenry, representing the System, and Chairman
Jack McBride, representing the System
William D. Torrence, representing UN-L
Helen Howell, representing UN-O
Dr. Paul Hodgson, representing the Medical Center

In the initial committee meeting on April 24, Chancellor Varner outlined the following objectives for the committee:

I. To develop a plan of action to launch the project at the earliest possible date. Recommendations to give attention to:
   A. Educational content
   B. Logistics
   C. Budgetary requirements
      1. Reasonable and adequate
      2. Long-term, must be self-sufficient
   D. Public relations campaign
   E. Possible early release of faculty to work on courses

II. To design a program not necessarily to replace the freshman year but possibly to be counted and to supplement other needs.

III. To create an administrative structure with such options as:
   A. Separate faculty
   B. Separate administrative structure
   C. Other alternatives

IV. To stipulate no admission requirements other than payment of necessary fees.

V. To require periodic contact between professor and student.

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The committee has been involved in the following activities since its appointment:

April 24 -- Initial meeting of Chancellor Varner and Committee members

April 28 -- Committee met at UN-L with Alex Lazzarino, Director of the University of Kansas Independent Study Center, and Paul Schupbach, Director of the National Instructional Television Library.

April 30 -- Committee met at UN-L with Dr. Gayle Childs, Director of University of Nebraska Extension Division, and Dr. Melvin George, Dean of the College of Arts and Sciences at UN-L; and at UN-O with Dr. William Utley, Dean of Continuing Education, and Gary Thompson from UN-O, and Reba Benschoter from the Medical Center.

May 5 -- Committee met at UN-L with Dr. J. W. Upright, Project Director, Nebraska Educational Television Council for Nursing Education, and Dr. Alan Booth, Professor of Sociology.

May 8 -- Committee met at UN-L with Paul Schupbach who had just returned from a visit to Open University in England.

May 12 -- Committee met at Albany, New York, with Dr. Hall, head of Empire State College, SUNY, and Dr. Donald J. Nolan, Director, College of Proficiency Examination Program, The University of New York.

May 13 -- Committee met at University Park, Pennsylvania, with Leslie Greenhill, Vice President for Academic Support, and Dr. D. W. Johnson, Pennsylvania State University.

May 19 -- Committee met at UN-O with James J. Zigerill, Executive Dean of Learning Resources, Laboratory and TV College, City College of Chicago.

May 21 -- Committee met at UN-L.

May 26 -- Committee met at Medical Center.

May 28 -- Committee met at UN-L with Chancellor Varner to make an interim report.

June 4 -- Committee met at UN-L to consider initial draft of report.

June 17 -- Committee met at UN-L to review draft.

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Each member of the committee had a copy of each of the following resources articles and documents:

"Audience for Liberal Adult Education in Nebraska," Alan Booth, Research Associate, Adult Education Research.

"The Carnegie Commission Report: Less Time, More Options," McGraw-Hill, January 1971.

"CATV: Its Implications for Formal and Informal Programs of Instruction In the Community College," Oscar E. Shabat, Chancellor, City Colleges of Chicago, January 26, 1971.

"Continuing Public Education Broadcasting," Report to the Corporation for Public Broadcasting by the National Instructional Television Center, September 1969.

"Course Production at the Open University I: Some Basic Problems," Brian N. Lewis, British Journal of Technology, No. 1, Vol. 2, January 1971.

"Educational Technology and Continuing Education," Leslie P. Greenhill, Continuing Education, July, 1969.

"Educational Technology at the Open University," mimeographed.

"Education and Broadcasting--A Perspective," Dr. Hild Himmelweit, Professor of Social Psychology, London School of Economics and Political Science, University of London.

"England's Open University," Stuart Maclure, Change, March-April 1971.

"Factors Related to Educative Activity by Non-College Bound Young Adults," Alan B. Knox, U. S. Department of Health, Education and Welfare, November, 1970.

"Instructional Broadcasting: A Design for the Future," Report on the Corporation for Public Broadcasting by the International Council for Educational Development, January 15, 1971.

"Learning Resources for Higher Education," L. P. Greenhill, Medical and Biological Illustration, Vol. XIV, No. 4, October 1964.

"Living in Nebraska," Alan B. Knox and A. H. Anderson, Adult Education Research, University of Nebraska, Lincoln, Nebraska, 1964.

"A National Open University Is on Its Way," The Chronicle of Higher Education, March 22, 1971.

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"The New Non-Residential College of the State of New York," Brochure by the State University of New York, February 16, 1971.

"New Resources for Off-Campus Education," Task Force, Frank Newman, Chairman, Report on Higher Education, March 1971.

"The New York College Proficiency Examination Program," Marion B. Folsom, John W. Gardner, Henry T. Heald, University of the State of New York, The State Education Department, Albany, New York.

"Opening the University to the Adult Citizen Who Can Study Only Off Campus: A Proposal for a University of the State of Illinois," January 22, 1971.

"The Open University of the United Kingdom and Its Instructional System," mimeographed.

"The Open University--Prospectus 1971," Printed in Great Britain for The Open University, by E. J. Arnold and Son Limited, Leeds.

"Summary Statement--University Without Walls," A Proposal for an Experimental Degree Program in Undergraduate Education, Union for Experimenting Colleges and Universities, September 29, 1970.

"University of the Air in Japan," Report by the Preparatory Study Committee for the University of the Air, 1970.

"Universities Without Campuses," Henry A. Bern, Educational Leadership, January 1971.

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Proposal for SUN -- State University of Nebraska

PREAMBLE

The present system of higher education is faced with challenges from many segments of society--students, citizens, legislative bodies and other individuals and groups. To survive, colleges and universities must provide satisfactory answers to questions of financial support, development of facilities, methods of administration and conduct of academic affairs.

The Morrill Act of 1862, in establishing land-grant colleges, responded to an American conviction that higher education should be available to all citizens. Only in part has the promise of this act been fulfilled.

A burgeoning educational system has not yet been able to absorb pressures created by an expanding population, a tremendous growth in knowledge and technology and an increasingly broad-based appreciation of the personal values to be gained from higher education. Though the entire system of universities, colleges and vocational-technical schools has grown, it has not been able to reach all the potential students desiring and deserving educational opportunities beyond the secondary level. The resources available on established campuses are insufficient to meet the increasing need for higher education.

Development of new methods of packaging and delivering quality educational programs may provide some answers to today's challenges to the university system. After careful study of the problem, the committee has concluded that courses can be developed and conducted without requiring extended periods of residence on established campuses and that means can be developed for evaluating various competencies gained outside of traditional courses. To achieve this end it is proposed that the State University of Nebraska (SUN) be established.

BASIC PREMISES

The proposal for a non-residential State University of Nebraska is based on several fundamental premises.

1. A non-residential curriculum can be developed which will maintain the high quality of expectations and performance typical of existing residential university systems.

2. Such a program would be appropriate to two facets of the mission of a university: transmitting knowledge and skills to desirous students, and serving the educational needs of the citizens to whom the school is responsible.

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3. Any new approach to higher education should amalgamate the educational resources existing in Nebraska and develop new assets so that a continuing program of higher education may become a part of the fabric of life for the State's citizens. Nebraska's educational resources are widely dispersed in a system of secondary schools, vocational and technical schools, junior and community colleges, state colleges, private colleges and a university system. Some single educational unit, reasonably the University of Nebraska, could provide leadership and coordinate efforts to design and support new approaches to higher education.

4. Many potential students, who for various reasons have not matriculated in a college or university for the prescribed period of time, are seeking opportunities to extend their education and to gain academic credentials. These persons may be found in all walks of life and in all adult age groups.

5. College instruction should provide much more opportunity for "drop-in" and "drop-out" types of students, as well as those who may wish to qualify for certificates (granted for developing certain specific competencies), an associate degree (awarded after two years of college work has been completed), or the more traditional bachelors and advanced degrees. Therefore, provisions must be made for many more alternate forms of recognition for college work completed.

6. A broad range of educators would necessarily be involved in any new approach. These would provide a considerable dividend in the form of unifying efforts for the total higher educational system.

7. An independent SUN faculty and staff is essential to the development of the curriculum and of the delivery system. Variable periods of in-residence in an academic setting will be desirable to achieve the learning goals. These elements of the educational program will be important to student-faculty cohesion in the new university, to nurturing the innate motivation of students and to monitoring and evaluating student progress.

INTERNAL ORGANIZATION

The State University of Nebraska will be designed to work in harmony with and supplement the efforts of existing educational institutions and agencies. Obviously the participating external institutions must be integral parts of SUN's organizational structure. However, if the present University of Nebraska system is to take the lead in the venture, the administration of SUN must be centered there.

The administrative locus of SUN should be centered at the system level so that all concerned areas of the present University may be involved. The head of

SUN should be a dean, reporting directly to the Vice Chancellor for Academic Affairs of the University of Nebraska system. This would allow contact with and contributions from all three existing campuses and avoid the possibility of domination by one campus.

The dean of SUN should meet regularly with college deans throughout the University system through some mechanism such as the Campus Council of Deans. The SUN administrator should establish firm relationships with all University departments which can assist in producing the means of delivering SUN courses, including the areas of educational television, learning kits, educational media, examinations and evaluation services and library resources.

The suggested staff of SUN might include a director of research and evaluation, an administrative secretary, and a research assistant secretary. These staff members should work directly under and report to the dean. The Board of Regents should direct the organization and compensation of the staff, placing them on a par with their existing counterpart positions. This will indicate the seriousness of the Regents' purpose and insure the recruitment of capable staff members.

INSTRUCTIONAL DEVELOPMENT

If the courses at the State University of Nebraska are to be equal or superior to those at established residential campuses, it is evident that a new type of instructional team must be developed. This team should be responsible for translating general objectives into specific learning units, for developing integrated learning kits, media and face-to-face instruction and for constructing appropriate evaluation instruments. Designing the new courses will require more extensive and different kinds of preparation than the individual professor puts into his own class planning.

Study indicates that an instructional development team is necessary for integrating the various elements of the delivery system.

Each course to be developed will have a team leader assigned to it who will have general responsibility for course development and who may have some background in the subject to be taught. A professor or professors will be chosen to plan and verify presentation of the course content in relationship to the general objectives. Each team will have assigned to it from the central staff a psychologist who will assist in the development of objectives and evaluation aspects and an instructional technologist who will advise and assist the team in determining the best approach for presenting the material and to write specifications for the production of various kinds of media.

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In addition to these professionals, a secretary will be needed for each team. One or more graduate assistants might also be helpful, depending upon the course to be developed.

The individuals responsible for team direction, evaluation, and media will serve on more than one of the development teams. It should not be necessary to establish a separate, full-time team for each subject.

At present, no one of the three University of Nebraska campuses has an integrated instructional development team. One or more of the elements exist on each of the campuses, but nowhere has there been the integration of such a team as is necessary for the production of courses for SUN. It is imperative, therefore, that such a team be created and activated at the system level.

In summary, emphasis should be placed on the team approach for the production of SUN courses. The instructional development team should have access to various resources and services such as television, films, and video and audio tape production, along with other media.

CLIENTELE TO BE SERVED

The identification of groups who might be served by the State University of Nebraska is basic to the entire plan. Although final statistics from the 1970 Census will not be available until 1972, it is possible to acquire approximate figures for several possible clientele groups.

Nationwide research has shown certain factors related to a population's interest in and acceptance of adult education. Among young adults, those in the age range from the early 20s through early 30s have the highest participation rate in adult education programs. In Nebraska, 1970 statistics indicate that 125,941 males and 129,976 females are in the 21-34 age group. A study conducted in Nebraska in 1964 names the 31-52 age group as having the highest potential for educational endeavors. According to 1970 figures, Nebraska has 156,074 males and 159,970 females in this category.

The extent of formal preparatory education also appears to be closely related to participation in adult education activities. Therefore, the estimated 250,000 people who graduated from Nebraska high schools between 1960 and 1971 may be considered possible candidates for adult education programs.

Persons actively involved in organizations make up the population group with the highest level of participation in adult education. Women's groups, such as the League of Women Voters (more than 700 members in Nebraska) and the AAUW (approximately 1500), would have high potential as client groups for personal enrichment offerings.

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In considering various clientele groups for the proposed State University of Nebraska, it is useful to designate two general categories--college bound and non-college bound. The college bound group includes those persons who may at some later time matriculate at a residential campus. Non-college bound persons are those adults who wish to participate in higher education activities for a variety of reasons but who are unlikely to move onto a residential campus.

The college bound group may be divided into sub-categories of (1) those who would be most likely to participate in a Traditional Freshman Year program and (2) those who might be interested in an Accelerated program.

The Traditional Freshman Year group would include those people who wish to obtain college credit which might eventually lead to an associate title or a degree. Approximately 25,000 young people graduated from Nebraska high schools in June 1971, and around 250,000 during the period 1960-71. Those unable to attend a resident college after graduation might provide a clientele base.

The Accelerated group would be made up of high school seniors who could obtain college credit up to a complete freshman year while still in high school. The following figures show the approximate number of students who will be Nebraska high school seniors (not allowing for the dropout rate) over the next four school years:

1971-72	28,065
1972-73	28,872
1973-74	29,216
1974-75	30,100

Under the non-college bound category, three sub-classifications can be identified: Vocational, Professional, and Personal Enrichment. Educational interests of non-college bound young adults tend to be very practical and applied, with emphasis on job, home, and personal effectiveness.

In the Vocational area, recent legislation will enable Nebraska to increase the number of its Vocational-Technical schools. SUN could provide some of the academic content areas for these new schools. In 1969, all Vo-Tech programs in Nebraska had a total enrollment of 50,349 and this number should increase with the additional schools. The over-all Vocational classification would include also those people presently employed who desire college credit for selected courses or work toward certification, a title, or a degree.

The Professional classification refers to groups with more specific needs. An example is nursing students in need of specific college credit science courses and registered nurses who wish to receive baccalaureate degrees. According to 1970 statistics, Nebraska has 8,760 RNs and more than 672 nursing students The nurses represent a ready-made clientele for SUN and should be considered in the initial planning.

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Another possible clientele group in the Professional category are teachers who must meet requirements of certification renewal and professional growth. Both general and professional courses might be used to satisfy these requirements. During the 1969-70 school year, 10,729 elementary teachers and 9,202 secondary teachers were employed in Nebraska schools.

The Personal Enrichment group would include adults interested in current affairs, solving community problems, general culture or constructive use of leisure time. Homemakers and women's organizations probably would be major possibilities as clientele under these headings, along with concerned citizens in general. As examples, political topics would appeal to the members of the League of Women Voters, as well as to those individuals interested in current events. A variety of topics are studied by the AAUW groups who might find SUN presentations highly useful.

COURSE OFFERINGS

Two factors will be important in course selection for the State University of Nebraska:

-- A course must have primary appeal for as many of the clientele classifications as possible;

-- A course must be adaptable to and effective with a multi-media presentation.

For a beginning SUN semester of 15 hours it is suggested that choices be made from the following list:

A. Science

1. Physiology -- Since the University of Nebraska Medical Center has parts of this course already packaged, it could be a prime choice for initial programing.

2. Biology -- Both of these courses are required in the baccalaureate program for nurses, and either or both would fit into the Traditional Freshman Year and the Accelerated programs. These subjects also could have individual appeal to the Vocational and Personal Enrichment groups. A minimum, if any, amount of laboratory work would be required in either of these science courses.

3. Earth Science -- Much more interest is being developed in the general fields of astronomy, geology and the environment in general. An earth science course could be an exciting course development.

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B. Social Science

1. Sociology -- This subject could be particularly meaningful to the Freshman Year, Accelerated and Personal Enrichment groups, as well as to teachers and nurses. It could be used to good advantage by Vocational students.

2. Economics -- At least four of the clientele classifications would find economics closely related to their needs and interests. The subject may have less appeal for nurses, but teachers would find economic knowledge useful professionally, as well as personally.

3. Psychology -- With the current interest in studying man, a course in psychology should be an excellent offering for a number of individuals.

C. Business

1. Accounting -- A course in accounting could be a worthwhile subject for a number of types of clientele.

D. Humanities

1. Philosophy -- For the Freshman Year and Accelerated groups, this type of course constitutes a basic requirement. The Personal Enrichment clientele would probably find it appealing. Individual interest could be found in the Professional and Vocational groups.

E. Fine Arts

1. Art Appreciation -- Perhaps the primary interest in a course of this type would be drawn from the Freshman Year, Accelerated and Personal Enrichment groups. Individuals from the Professional and Vocational groups might also find this area interesting and appealing.

Projections are for five different courses to be offered each semester, with planning for four semesters (two years) or 20 courses eventually.

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OPERATIONAL CONSIDERATIONS

The operational plan inherent in the State University of Nebraska design is comprised of six key elements:

1. The individual learner
2. The delivery systems
3. Regional learning centers
4. Public libraries
5. Neighboring instructional support
6. The SUN headquarters and instructional staffs

The Individual Learner

Potential students for SUN have been identified previously. As a result of the availability of the 9-station statewide Nebraska Educational Television Network, students could reside anywhere in Nebraska. Because the broadcast signal extends into portions of Iowa, South Dakota, Wyoming, Colorado and Kansas, out-of-state enrollments could be expected also. Arrangements could be made to insure that non-Nebraska students are easily able to take advantage of the system. The State University of Nebraska has the potential for emerging from the outset as a regional educational resource.

Concerted attention should be given the identification, processing and sustained instructional management of the prime objective of the SUN plan: the individual learner. An additional need will be for a broad, tastefully devised and sustained promotional plan to recruit students.

Delivery Systems

Various educational media will deliver the SUN's off-campus instruction. While using aspects of similar plans under study elsewhere, the Nebraska approach will adapt and add other features for the specific needs of this State.

Each course would be made up of the following:

1. A learning kit consisting of a pre-determined study course, a student guide amply illustrated with diagrams and pictures, and a reading list. The guide would include assignments, unit tests and self-assessment exercises. Special traveling materials, such as visual aids, models, article reprints and other instructional supports, would also be provided. The written material and textbook would remain with each student throughout the course; the supportive materials would go to the student and be returned periodically through the mails.

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2. A series of 29-minute color telecasts over the Nebraska ETV Network. These are to be specially designed and produced to make the fullest use of television to augment instruction and to provide unique instructional content. Telelessons would be pre-recorded and pre-tested to insure maximum instructional utility.

3. A companion series of audio instructional units of varying lengths, according to the needs of the course. These units would be recorded on inexpensive audio cassettes and mailed to the student for playback equipment. For students who do not own such equipment, it is hoped that SUN could arrange for temporary lease of player units from manufacturers.

4. Correspondence with the course tutor and the course professor. Students would be encouraged to make liberal use of the mails. Each course will be structured to require a specific amount of exchange between students and faculty.

5. Telephone consultation. It is planned to use the inward University WATS Line to enable SUN students to talk with the course tutor or professor to answer questions and undertake some problem solving.

6. Periodic meetings with the course professor at the regional study centers. The professor will travel to each of the regional centers at prearranged times (several visits per course), to meet with students wishing to discuss subjects on a face-to-face basis.

7. Student counseling, lesson review and minor tutoring at each regional study center. These would be directed by a special resident faculty member.

8. Examinations prepared and evaluated by the appropriate University of Nebraska academic department, taken at the regional learning center or administered on a University of Nebraska campus. The examinations should be evaluated by non-SUN faculty to insure academic acceptability.

9. Continuous information feedback from the field to the SUN office, and continuous research and evaluation.

The need for innovative and imaginative instructional materials cannot be emphasized too strongly. They are essential to effective learning and to the success of the SUN project.

The SUN plan for each course is to provide the individual student with so much carefully prepared, programed and mediated instructional material that even if some elements are not employed, the self-learner will still achieve measurably more than his traditional campus counterpart.

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Regional Learning Centers

The regional learning center will be an integral part of the State University of Nebraska design. Strategically located throughout the State, centers would be within driving distance of any registered student. Enrollees will be encouraged to take advantage of their nearby centers at their own convenience. A specially designated counselor/tutor would man each learning center during all hours of operation.

Each center should contain a complete set of learning kits for each course, and duplicate copies of all instructional support materials. An audio cassette player and a complete set of all course audio recordings would be at each center, along with a helical scan video recorder and monitor with a complete set of the telelessons. This would enable the student at his own motivation or, helped by the counselor, to engage in a variety of remedial and review activity. A television set and antenna capable of receiving the ETV broadcasts would also be located at each learning center for students who wish to receive television lessons in groups. The TV facilities will also enable study center counselors to keep generally informed about course materials.

A small library of additional support and reference materials, books, periodicals, reprints and special collections related to the courses will be located at each center. The centers will also have 16-mm. film projectors, screens, and specially selected films related to particular courses. If laboratory work is recommended for a given course, some of the laboratory activities could take place at the regional learning centers. (The project will also investigate the possibility of requiring all science students to spend a stipulated number of days on a Nebraska college campus.)

Student tests and examinations would be kept at each regional center, as would special instructional materials to help the study center counselor/tutor. Feedback forms would be processed by the counselor to allow as much information flow as possible to and from the SUN central staff. Research and evaluation forms would also be maintained at each center to further the constant process of project assessment.

Relationships between the State University of Nebraska and existing Nebraska educational institutions are most important. As part of the design to develop SUN in harmony with Nebraska education, regional learning centers might be situated at host or participating institutions. Centers should be located at all types of educational units in the State.

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Accordingly, seven regional learning centers are proposed (see map). A study of the State's public and private universities, technical colleges, community and junior colleges and educational service units indicates that they tend to cluster about Nebraska population centers. Accessibility is the key to the use of the centers. Examples of locations at which regional centers could be established are:

--University of Nebraska at Omaha
--Nebraska Wesleyan University, Lincoln
--Kearney State College
--North Platte Junior College
--Nebraska Western College, Scottsbluff
--Northeast Nebraska Technical College, Norfolk
--Headquarters for Educational Service Unit #7, Ainsworth

If these locations are used, no SUN student need be more than 50 to 60 miles from his nearest regional learning center. With experience and growth of the State University of Nebraska, additional sites could be added eventually to make resident resources even more accessible.

Location of the regional learning centers should involve the entire Nebraska post-high school education construct, as well as elementary and secondary education, by relating to educational service units, a state college, a junior college, a technical college, a community college, the state university, and a private college.

It would be advantageous for certain faculty from each host or participating institution to be specifically designated and reimbursed as part-time State University of Nebraska staff. The host institution would be asked to provide appropriate space and furniture for each regional center on a contractual basis.

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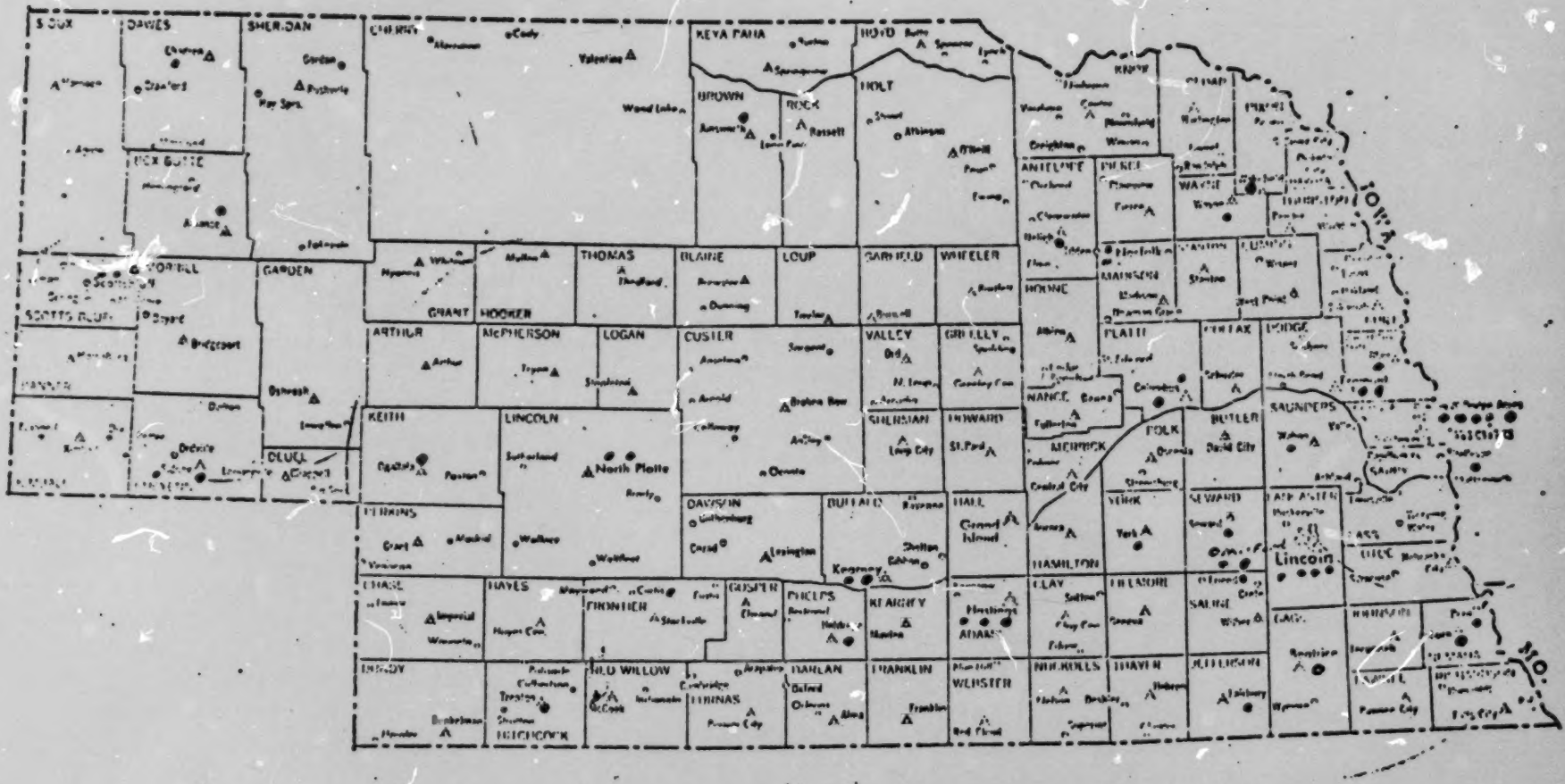

Green - Nebraska Colleges and Universities
Red - Educational Service Units
Blue - Nebraska Technical Colleges

Public Libraries

Public libraries are increasingly becoming learning centers for the communities. In Nebraska it is possible at the present time for any of the 261 local public libraries to secure a variety of resources, including motion pictures, by calling collect to one of the TWX centers which, in turn, places the request with the appropriate agency (see attached map showing TWX locations in Nebraska).

As another location through which students might request resources, the public libraries should be included in the SUN plan. The TWX system is already in operation and, as a more sophisticated telecommunications system develops in Nebraska, the libraries will no doubt be included which may make possible the movement of many of the learning resources electronically, as well as physically.

Neighboring Instructional Support

The plan calls for another instructional support to the individual learner. Working with the regional center counselor, SUN central staff members would attempt to make special arrangements in the neighborhood of each student to enable him to secure additional instructional help as he wishes. For example, a student having special difficulty with a mathematics course might be guided to a meeting with the head of the high school mathematics department in his town. Another enrollee in an English course could receive special help from an English professor at a nearby college. A science student could be directed to an appointment with a high school science instructor to clarify a specific problem.

This additional level of instructional support illustrates again the SUN desire to tailor each course to the student and to provide maximum individual attention to the self-learner. The State University of Nebraska instructional concept is designed to provide maximum flexibility in where, when, and how the student receives instruction, but rigorous structuring of what he is to learn.

Credit for Other Than Formal Education Experiences

SUN must provide a mechanism by which credit may be identified and officially recorded for educational experiences gained through such means as self-study, employment, the military, in-service education which might parallel traditional courses, or for other experiences which may not parallel the traditional course structure of the University. In the case of those experiences which parallel the traditional course pattern, at least two procedures are possible. One is to use the usual "credit by examination procedure" which is well established but not used extensively at the present time. The procedure requires that the appropriate discipline prepares either a special examination or the final examination for the course as a means of enabling students to "test out" on a course.

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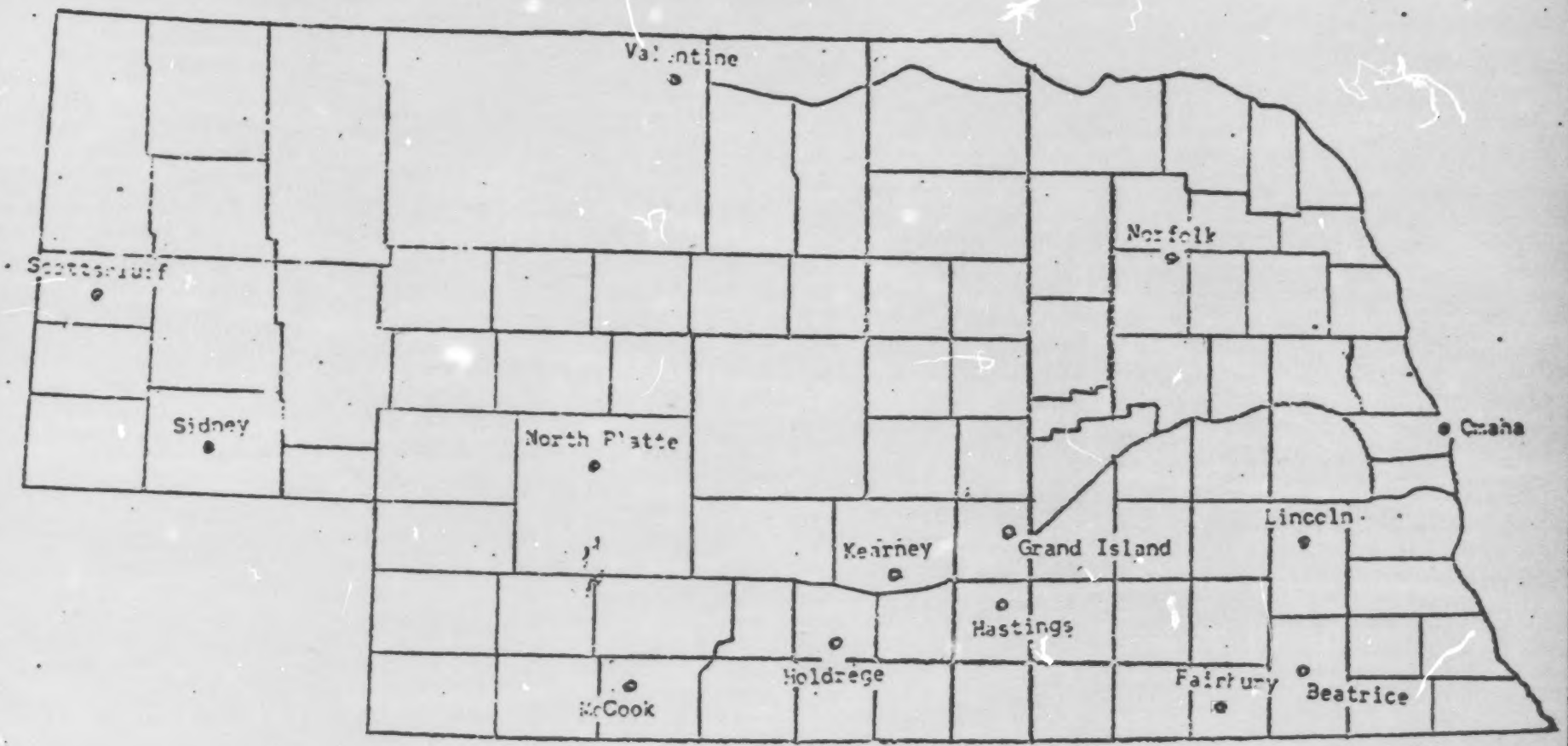
Location of TWX Terminal as Part of State Library System



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The examination by credit process needs to be expanded greatly to include persons who may not be currently within a formal university program to gain college credit for their experiences. A second approach would be to the CLEP system which has been developed by Educational Testing Service as a way of gaining credit by examination. CLEP is increasing the variety and number of courses in which examinations have been prepared and this system should be explored as a supplement to what might be done through the current credit by examination route.

A second type of experience for which credit needs to be given consists of a range of activities in which individuals engage but which do not fit the neat subject matter blocks which are called courses. An example of such activities would be various kinds of technological, management or administrative understandings and skills which individuals have learned through a variety of means but which are, nevertheless, academic in nature and which would warrant the giving of credit based upon satisfactory performance. SUN should develop a process by which experiences can be judged and the quality and nature of them determined. It might be, for example, that panels could be activated to examine such experiences and to evaluate in a variety of ways the performance of those individuals seeking credit for their achievements.

In addition, therefore, to the fairly elaborate instructional system which is being developed for the more formal educational experiences, SUN must be sensitive and responsive to those who believe that they have had experiences which warrant academic credit.

Studies of Community Problems

All of our society faces overwhelming problems which demand solution. It is evident that the solution to these problems will require careful and systematic study over a period of time by persons from different orientations with inputs from many different kinds of disciplines. Increasingly, the solution of a problem requires an interdisciplinary approach. SUN should provide an opportunity, therefore, for interested individuals in a community to arrive at the identification of a problem or issue, develop the means for analyzing and studying it, and develop plans of action for solving it. Means should be developed for granting credit to those whose involvement would merit such recognition.

It would be envisioned that participants in such a study would commit themselves to rather lengthy involvement in terms of problem identification along with study, analysis and projected solutions. One way of getting at the community problem might be to use the technique of the charette. The charette suggests a living-in experience of several days with a variety of talent available to help identify and refine the problem. From that point on, the procedure would involve

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making use of community specialists from education, business and industry some of whom may not be "professors" in the usual sense of the term but who would possess expertise to help participants analyze and solve the specific problem.

SUN should encourage and promote the intensive study and analysis of a problem over a period of time within a particular community with the most knowledgeable individuals and then provide evaluation activities to determine if such involvements would merit the granting of academic credit.

State University of Nebraska Central Office

The proposed staff for the SUN central office has been discussed earlier in this report in the sections on organization and instructional development.

It is recommended that the central office and headquarters be located at the new Nebraska Educational Telecommunications Center on the East Campus in Lincoln. Sufficient space is available to house staff, design teams, and production personnel. Graphics, television, audio cassette, film and printed support facilities are readily available in the new ETV building. Maximum accessibility can thus be provided the project, and maximum quality control can be protected.

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SIMILAR EXPERIMENTS AT OTHER INSTITUTIONS

Educators within the present University of Nebraska system have had experience with continuing education courses, correspondence courses and courses developed for educational television. However, of these efforts, only the traditional correspondence approach has been directed to producing college credit courses. And no program has proposed combining some of these approaches and utilizing a multi-media delivery system to make college credit courses available to all the people of our state.

Programs embodying some of the concepts suggested for the State University of Nebraska are being studied and tried in other university systems. For example, the State University of New York is developing an independent non-residential college, Empire State College. This attempt to broaden the opportunities for higher education is based on the assumption that individual learning need not require a student's spending full time on a campus. Details of the new college are presently in the design stage.

The University Without Walls concept is being developed by a consortium of 18 institutions of higher education. The purpose is to make college education more relevant, more flexible in meeting individual needs, more economical, serve more kinds of students, utilize a broader range of resources and foster continuous lifelong creative learning. The university without walls concept abandons the tradition of a sharply defined campus and provides education for students wherever they may be--at work, in their homes, through internships, independent study and field experiences, within areas of special social problems at one or more of the colleges, and in travel and service abroad.

The University of the State of New York was created by the State Education Department to design and construct a college proficiency examination program. The resulting examinations have satisfied the standards of colleges and universities in New York to the extent that a student who passes may gain college credit without actual formal course work.

The University Division of Instructional Services of the Pennsylvania State University supports the development of courses for branch campuses. Multi-media and multi-technique approaches have not only broadened the range of courses offered, but also have assured quality instruction in areas where instructional excellence would otherwise be impossible or unlikely.

The City College of Chicago, through its TV College, has produced courses to be given for credit. Students on campus, as well as non-residential students, participate in the televised courses.

The Open University of the United Kingdom was established by Royal Charter as an autonomous university in May 1969. It has been conducting courses regionally in Great Britain since January 1971.

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In November 1961, Japan established the Preparatory Committee for the University of the Air. The committee's report in June 1970 recommended creation of an independent university, which is currently being launched.

Another Japanese approach to broadening educational opportunities has been developed by a consortium of 17 universities at which students will be able to work toward degrees without fixed requirements on any one campus. The University Without Walls is expected to begin its program in the fall semester of 1971.

Thus, although there exists no proven model for a university outside established campuses, interest in such an innovation is widespread. Features of many of these planned or fledgling efforts seem adaptable to the requirements of a non-residential program in a Great Plains state. Needless to say, Nebraska will have to provide adaptation and innovation on its own because distance and dispersion of population present somewhat different problems from those approached by the preceding efforts.

A number of vested interests and political fears will no doubt arise among the external entities. At this time it is not possible to outline either the range of objections or their intensity. Nevertheless, the Board of Regents and the Chancellor are encouraged to take an active role in contacting the various external institutions and legislators to explain the concept and to help in minimizing possible obstacles. One of the key discussion points with the other educational units might be the reciprocity of credit, as well as the granting of credit. Another possible selling point for SUN might be a pro-rata sharing of income with the cooperating agencies. Finally, it is possible to consider a consortium arrangement in which the University of Nebraska system would work with the external agencies solely for the purpose of offering the freshman year and/or professional educational programs.

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TABLE I

COMPARISON OF HIGH SCHOOL MAILED AND VISITED RESPONDENTS

	Mailed Group N=500	Visited Group N=1564
Would like to earn credit in the program	65%	65%
Age (Mean)	16.6	16.8
Sex		
Males	51%	51%
Females	49%	49%
Highest Grade Completed	10.7	10.7
Wants on Mailing List	37%	47%

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TABLE II

REPRESENTATIVENESS OF ADULT SAMPLE RESPONDENTS
AS INDICATED BY AGE AND SIZE OF HOME TOWN

Age	1970 Census	Adult Sample
18 - 20	9%	4%
21 - 24	10%	10%
25 - 34	17%	25%
35 - 44	16%	17%
45 - 54	16%	16%
55 - 64	14%	14%
65 and over	19%	14%
Size of Town		
Omaha & Lincoln	34%	38%
10,000 - 35,000	15%	20%
5,000 - 9,999	12%	13%
Less than 5,000	26%	29%

TABLE III

COMPARISON OF GENERAL ADULT MAILED AND PHONE-CALL RESPONDENTS

	Mailed Group N=850	Phone Group N=850
Percentage of Returns	30%	80%
Age (Mean)	44.2	43.5
Sex		
Males	61%	35%
Females	39%	65%
Highest Grade Completed	14	13
Occupation		
Business - Professional	22%	16%
Skilled - Semi-skilled	31%	21%
Housewife *	9%	31%
Student	7%	9%
Clerical	5%	7%
Farmer - Rancher	15%	4%
Retired	9%	5%
Age When Schooling Stopped (Mean)	21	21

* Housewives were classified solely in this category rather than by spouse's occupation. Undoubtedly this accounts for the different percentages between the two groups on the occupational categories.

asked to attend a special class at a nearby campus, or to meet with local businessmen or government officials who have first-hand experience with certain aspects of the course.

Students will have access to instructors and tutors. By telephone a student can check a technical point; by mail he will submit his assignments and other necessary records; and by face-to-face consultation at the resource centers as well as at S-U-N headquarters in Lincoln, he will be able to continually assess his progress.

* * * * *

As a new approach to higher education, S-U-N will aid in uniting the educational resources in the state and develop new assets so that a continuing program of higher education may become a part of the fabric of life for Nebraska citizens.

Families may wish to take courses together.

HOW can more information about S-U-N be obtained?

Write to: S-U-N PROJECT
419 ADMINISTRATION BLDG.
UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA 68508

NON-PROFIT ORG.
U.S. POSTAGE
PAID
Lincoln, Nebraska
Permit No. 46

S-U-N PROJECT
419 Administration Building
University of Nebraska
Lincoln, Nebraska 68508

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S-U-N

STATE UNIVERSITY OF NEBRASKA

A Multi-Media, Off-Campus Approach to College

WHAT is it?

S-U-N, the proposed State University of Nebraska, will offer first and second year college courses for credit by way of ETV, video-tapes, cassettes, films, texts, telephone, and other means of communication. Nebraska citizens unable to be on a college or university campus will be able to take college courses at home, and have the opportunity to visit nearby regional resource centers for assistance. S-U-N credits will be transferred to the college of the student's choice.

S-U-N is a new concept. It is a cooperative statewide educational effort of many groups in Nebraska that involves high schools, libraries, private and public colleges and universities.

WHEN will S-U-N start?

Present plans call for offering programs during the 1972-1973 academic year.

WHO may enroll?

S-U-N courses will be available to persons who are interested in obtaining college credit, a college degree, or persons who wish to become more knowledgeable in a particular area of study with no college degree objective in mind. Qualified high school students may be recommended by their principals to take courses for college credit during their senior year. Housewives, farmers, businessmen, nurses, government workers, and others who desire higher education, but who have not been able to pursue it, will now have an opportunity. Students will be encouraged to attend existing on-campus programs whenever possible. S-U-N is simply another avenue for acquiring college credit.

WHAT will courses cost?

With federal or foundation support for the program it is anticipated that the cost range will be between $20 and $25 per course credit. The typical college course is 3 credits. Financial assistance will be made available for students with financial need.

A learning kit may be used by students. These kits would include a study guide, audio and visual aids, and a reading list.

Instructor and student may meet frequently in regional resource centers.

WHAT courses will be offered?

Courses currently under consideration include: Sociology, Economics, Psychology, Physiology, Biology, Earth Science, Accounting, Philosophy, and Art Appreciation. Other courses will be added as they are developed, so that a student can complete the freshman and sophomore years.

Courses to be selected must:

1. Meet degree requirements of Nebraska colleges and universities.
2. Be adaptable to multi-media teaching techniques.
3. Be of sufficient interest to participants.

The courses will be updated continually as new subject material is available and new techniques and equipment are developed.

WHO will teach the courses?

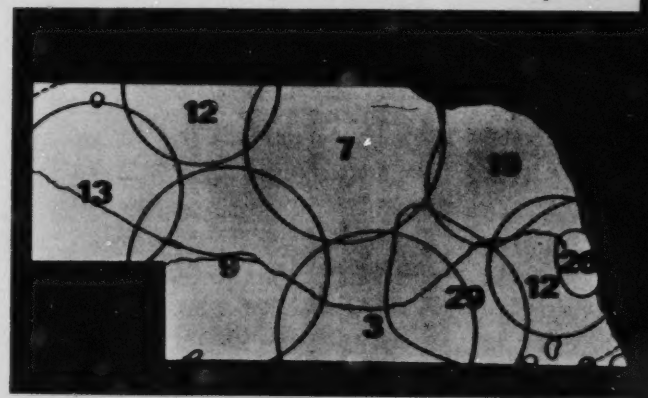
Each course will be developed by a team of outstanding teachers, an educational psychologist, and a media technologist. The knowledge of leading scholars in each field will be utilized throughout the courses which may be delivered by ETV, films, cassettes, or other means.

HOW will courses be taught?

After registration and payment of fees, the student will be provided with a learning kit which will contain inexpensive playback equipment, study guides, reading lists, and other items needed to start the course. A series of 29-minute color telecasts will be scheduled for those phases of the course most adaptable to the TV medium. The instructor will present the course content and assign supportive study material. He will encourage students to go to the resource centers to discuss course topics with tutors and fellow students, to use the reference library, and to take advantage of all the recorded material on a specific subject. Students will be able to proceed in the course at their own pace.

The resource centers will be conveniently located so that students can go to them for help. They will be staffed with qualified personnel and will contain all necessary media equipment to assist students at designated times. Students will be able to repeat lessons they may have missed and to get extra help. Centers may be located in public libraries, high schools, or colleges.

Examinations will be scheduled at regular intervals at the resource centers. At one time or another during a course, students may be



S-U-N will utilize the 9-station Nebraska ETV network.

STATE UNIVERSITY OF NEBRASKA
A MULTI MEDIA APPROACH TO COLLEGE EDUCATION

S-U-N NEWS

Volume 1 February 1972 No. 1

S-U-N SURVEY UNDERWAY

HIGH SCHOOLS VISITED

First sampling for the S-U-N clientele study took place in November and December when three prominent Nebraska educators paid visits to 49 high schools.

Dr. Ken Hansen, Director of Secondary Education, Westside High School, Omaha; **Mr. Jay Cox,** Director of Admissions, UNO; and **Mr. John Aronson,** Director of Admissions, University of Nebraska at Lincoln toured the state with a 12-minute slide presentation and questionnaires for high school juniors and seniors and their teachers, counselors, and principals. In the 49 schools they discussed the program with over 220 teachers and 1600 students.

Results are still being tabulated, but the visiting team reports that the S-U-N idea was accepted with considerable enthusiasm. Some juniors and seniors said that after they graduate from high school they want to stay home and work, and S-U-N would offer them a real opportunity to take college courses and hold down jobs at the same time. Others said they intend to take their college courses on campus, because they prefer the campus experience. Many high school students thought it would be convenient to take a college course or two during their senior year.

Students were also asked if another person in the family would be interested in taking college courses through S-U-N. Many indicated that one of their parents, or an older brother or sister, would more than likely consider the possibility.

The question asked most by high school students was, "What is it going to cost?" Study Director **Dr. Robert D. Brown** reports that tuition will be about $20 or $25 per credit hour (a typical college course is 3 hours). Students who said they were interested in the S-U-N program pointed out that they could save on items like room, board, and student fees. The program hopes to have tuition scholarships available.

High school principals, teachers, and counselors were very receptive to the S-U-N proposal, the reporting team said. "They want to be a partner in the program," **Mr. Cox** reported. "They want to know how they can help, and many schools have asked to be resource centers. Some high schools have complete audio-visual departments, and a school that well equipped might be a natural place for a center."

MAILING LIST NEEDS HELP

S-U-N NEWS is a new publication. It is being sent to all persons interested in the multi-media concept for obtaining college credit. If you know of others who should be receiving S-U-N NEWS, send their names and addresses to the S-U-N office, 419 Administration Building, University of Nebraska, Lincoln.

Or, if you wish your name to be removed from our mailing list, drop us a card with that information.

LARGE SAMPLE TAKEN

Spearheaded by University Vice President **G. Robert Ross,** the State University of Nebraska (S-U-N) survey team is now gathering information from all areas of Nebraska to determine the potential clientele for a multi-media off-campus university.

President **D. B. Varner** discussed the concept with the Board of Regents last spring and received approval to proceed with an extensive study of the plan. Limited study funds have been provided by the U.S. Office of Education. By telephone, mail, and personal visits, the team is questioning some 5,000 Nebraskans to determine just how many people would be interested in acquiring college credit at home. Educational television channels would play a big part in the delivery system, as well as all other communication media, such as video-tapes, cassettes, telephone, postal service, and films.

Dr. Ross said, "S-U-N is not intended to replace any of the existing educational institutions, but will be an additional avenue of taking college courses for credit for those who cannot attend college on campus. An innovative aspect of S-U-N is the development of resource centers where students will be able to meet instructors and other students."

Originally seven resource centers were studied, but it is now generally agreed that more will be needed so that no student will have to drive more than 25 or 30 miles to a center. The centers will be in high school media departments, libraries, and colleges, and will be equipped with all audio-visual course material, a complete video-tape library of all course lectures, plus study kits, and reference materials. University personnel will be on hand to help students in any phase of the course.

Vice President **Ross** is the Project Director. Assisting him as Study Director is **Robert D. Brown,** Professor of Educational Psychology. **Dr. Brown** said the initial report on the survey was made in late January; the final report should be ready a month later.

DR. HASSEL JOINS S-U-N STAFF

Dr. Milton J. Hassel, former president of Kearney State College, has been appointed to the S-U-N staff by the NU Board of Regents. As Staff Officer, **Dr. Hassel** will act as liaison with higher education institutions in Nebraska and help develop the resource center system for the S-U-N program. He will be visiting all colleges in Nebraska to explain the off-campus concept and to solicit their help in developing courses for S-U-N.

A number of resource centers will be so located that students will not need to drive more than 25 or 30 miles for help in their course work. The centers will be equipped with all course materials including a video-tape library of all course lectures.

CURRICULUM BEING STUDIED

Important factors being considered for course selection in S-U-N are: will the subject be adaptable to the multi-media approach, and will the course be of interest to a relatively large number of eligible citizens? Completed questionnaires will indicate clientele preference and courses will be added as the need indicates, but first listing of probable courses show that five categories of subject matter are receiving attention: Fine Arts, Science, Humanities, Business, and Social Sciences. The Science courses may be Physiology, Biology, and Earth Science; Social Sciences may be Sociology, Economics, and Psychology; the Business course most likely would be Accounting; Humanities may be Philosophy; and Fine Arts, Art Appreciation.

Projections are that five different courses would be offered each semester with eventual offerings for four semesters (two years) or 20 courses.

MULTI-MEDIA COLLEGES WORLD WIDE

College programs based on the multi-media off-campus approach, similar to the State University of Nebraska program, are being studied and tried in other university systems.

The State University of New York is developing an independent non-residential college, Empire State College. Details of the new college are presently in the design stage.

The University Without Walls is being developed by a consortium of 18 institutions of higher education. This concept abandons the tradition of a sharply defined campus and provides education for students wherever they may be—at work, in their homes, through internships, independent study, and field experiences, within areas of special social problems at one or more of the colleges, and in travel and service abroad.

The University of the State of New York was created by the State Education Department to design and construct a college proficiency examination program.

The University Division of Instructional Services of the Pennsylvania State University supports the development of courses for branch campuses using multi-media and multi-technique approaches.

The City College of Chicago, through its TV College, has produced courses to be given for credit.

The Open University of the United Kingdom was established by Royal Charter as an autonomous university in May, 1969. It has been conducting courses regionally in Great Britain since January, 1971.

In November, 1971, Japan established the Preparatory Committee for the University of the Air. Another Japanese approach to broadening educational opportunities has been developed by a consortium of 17 universities at which students will be able to work toward degrees without fixed requirements on any one campus.

Reports show that although there exists no proven model for the multi-media off-campus college, interest in such an innovation is widespread.

S-U-N ADVISORY COUNCIL

The original committee appointed by President **Varner** to study S-U-N consisted of representatives from the three NU campuses:

Dr. Wesley C. Meierhenry, Chairman of the Department of Adult and Continuing Education, University of Nebraska at Lincoln, Chairman.

Mr. Jack McBride, Director of the University Television and General Manager of the Nebraska ETV Network.

Dr. William D. Torrence, Professor of Management, University of Nebraska at Lincoln.

Dr. Helen Howell, Associate Professor of Education, University of Nebraska at Omaha.

Dr. Paul E. Hodgson, Professor of Surgery, University of Nebraska Medical Center, Omaha.

More recently additional appointments have been made to the committee so that all other educational systems in Nebraska are represented:

Dr. Philip Heckman, President of Doane College, Crete.

Dr. Thomas Keating, Superintendent of Schools, Hastings.

Dr. William J. Ptacek, President of Nebraska Western College, Scottsbluff.

Dr. James E. Todd, Executive Officer and Secretary of the Board of Trustees of Nebraska State Colleges.

Mr. William Stucker, President of EDUTEC, Inc., Lincoln.

Dr. Richard Raecke, Instructional Television Administrator for the State Department of Education, Lincoln.

Dr. Chester H. Gausman, President of Central Nebraska Technical College, Hastings.

Joining the study staff in January are **Mr. Frank Lundy**, Director Emeritus of University Libraries and **Dr. Milton Hassel**, former President of Kearney State College. **Mrs. Marcia Carlson** is Administrative Assistant.

The Advisory Council is meeting once a month in Lincoln to study the progress of the S-U-N project. Planning beyond the clientele study, the Council has been tackling such problems as credit transferability, number and placement of resource centers, course development, and tuition.

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STATE UNIVERSITY OF NEBRASKA
A MULTI MEDIA APPROACH TO COLLEGE EDUCATION

S-U-N NEWS

Volume 1 March 1972 No. 2

S-U-N PROPOSAL TO U.S.O.E.

Commissioner Marland Visits Lincoln

U.S. Office of Education Commissioner **Sidney P. Marland** was in Lincoln recently to visit with the Governor, Legislature, and University officials about the State University of Nebraska and other subjects. He mentioned that Nebraska is one of only four or five universities in the country receiving Office of Education money for experimentation in higher education, and he commended NU officials for their "exercises in innovation and reform."

SIDNEY P. MARLAND

Marland suggested that the $75,000 study grant from the U.S.O.E. to the University may blossom into "substantial support for the State University of Nebraska."

Accounting, Psychology Courses Being Developed

First courses being prepared for S-U-N are those which the survey revealed are most desired by the potential clientele—first year Accounting and Psychology.

Developing the courses are teams of educators and media experts from Nebraska's accredited colleges and universities, ensuring the transferability of S-U-N credits. The teams which will prepare course content are now being organized. An average of five members will make up each team, one of which will be an educational psychologist, another will be a media specialist. It will be the responsibility of the latter to plan the delivery system using all communication media now in use, and to update the course as new methods and equipment are developed.

Course descriptions will be disseminated to all Nebraska news offices as soon as the information is available.

Other courses in line for development are Sociology, Art Appreciation, Physiology and Anatomy, and American History.

Clientele Study Nearly Complete

University President **D. B. Varner,** S-U-N Project Director **Dr. G. Robert Ross,** and Study Director **Dr. Robert D. Brown** spent a few hours recently in Washington, D.C. conferring with officials of the U.S. Office of Education about the S-U-N project. They presented first results of the clientele survey which showed convincingly that Nebraska is ready for the multi-media approach to a college education.

For the past three months, the S-U-N staff has worked feverishly to sample a large segment of Nebraska adult population to determine the degree of interest in the S-U-N concept. **Dr. Brown** said, "We are still receiving replies so we cannot make a final report on our survey, but from results we have now, we can say that S-U-N would be received with enthusiasm by a high percentage of Nebraska's adult population. We are beginning to select courses for first year offering and to appoint the teams that will develop the courses."

In the initial report to the U.S.O.E. officials, **Dr. Brown** explained that three major population groups in Nebraska are being sampled: 1) high school juniors and seniors, 2) adults throughout the State, and 3) special population groups such as diploma nursing students. High school teachers and administrators were asked for their reactions to the S-U-N concept and for their own interest in the possibility of taking courses.

Responses were obtained primarily through questionnaires which were completed by students and adults after having heard about the program directly from a taped narrative and slide presentation, from a descriptive brochure which was mailed with the questionnaire, or from the brochure and being questioned by telephone.

Participants were asked the question: "Do you believe that a student can learn as much in a multi-media approach as in a regular classroom?" **Dr. Brown** reported that 69% of the students, 68% of the general adult sample, and 90% of the teachers and school officials replied in the affirmative. "This proves to me," he said, "that the concept is a sound one, that a very high percent of our sample believes that the S-U-N approach could be as effective as current teaching-learning practices. These figures must be viewed with caution, however, because the response to that question calls for little commitment. When we study the answers to some other questions, we'll get an idea of just how many we can expect to register for a course or two. For instance, when we asked if they personally would like to earn college credit in the program, the percentage dropped sharply. When we asked if it was very likely that they would enroll in a course this fall, the percentage dropped again. There is still no commitment at this point but we

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State University of Nebraska
NEWS

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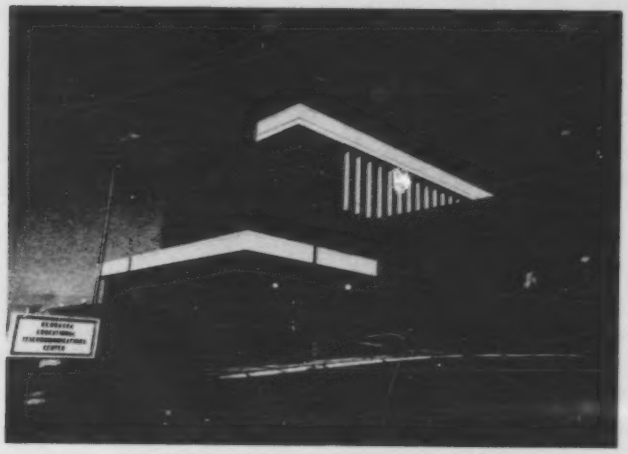
C. Cecil Eloe, *Editor*

S-U-N Office Moving

Effective March 1, 1972, the S-U-N Project staff will take residence in the beautiful new Educational Telecommunications Center on the NU – L East Campus. Formerly occupying temporary spaces in 419 Administration Building on the Lincoln Downtown Campus, the S-U-N office will now receive mail and visitors at:

S-U-N Program
Nebr. Telecommunications Center
1800 North 33rd
Lincoln, Nebraska 68503



NEBR. TELECOMMUNICATIONS CENTER
1800 NORTH 33RD LINCOLN

Resource Centers Studied

S-U-N staff officer **Dr. Milton Hassel**, commenting on the role of the regional resource centers, said, "They are an integral part of the S-U-N proposal. Students must be able to consult with their instructors at regular intervals at convenient places and times. All course materials must be available to students on a continuing basis, and students must be able to meet together in a suitable place to discuss any and all aspects of the courses. Resource centers must meet these needs, and more, if they are to serve the student adequately."

The centers will be strategically located throughout Nebraska so that no student will have to drive very far for consultation with instructors and to use the equipment and tape library. It has not yet been determined where and how many centers will be needed, but the function of the centers is quite clear.

The area, or floor space, should be large enough to accommodate 20 or 30 students at one time, either studying separately at learning carrels or in groups, with or without an instructor. All media equipment must be available—projectors, slides, films, screens, playback machines, as well as course texts, reference material, and a video tape library of all courses.

Students must be able to register for S-U-N courses at resource centers, and examinations may be conducted there. The centers will be staffed by well-qualified personnel who not only are able to communicate the course content but also are familiar with all media equipment and expert at motivating post-high school students.

S-U-N staffers are looking first at possible locations in established institutions such as junior colleges, high schools, technical colleges, educational service units, and universities. Public libraries are also being studied in towns where no campus facilities are available.

(CLIENTELE STUDY, Con't.)

can see that there is a great deal of interest being generated because a full 37% of all persons questioned said they want to be on the mailing list to receive more information. The commitment will arrive when they have made up their minds they will enroll in a course, complete registration, and pay tuition, or a portion of it."

The percentage at the final stage may be less than 10%, **Dr. Brown** reported. "Even if it drops to 5%," he said "we will still be considering a large potential clientele in terms of numbers because census figures show there are approximately 890,000 adults over 21 and 50,000 high school juniors and seniors in the state of Nebraska."

Dr. Brown explained that the results of a survey and the numbers of persons who will actually enroll in S-U-N courses can be two very different figures. He said U.S.O.E. will study the report and present its recommendations in the near future.

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STATE UNIVERSITY OF NEBRASKA
A MULTI MEDIA APPROACH TO COLLEGE EDUCATION

S-U-N NEWS

Volume 1 April 1972 No. 3

SURVEY RESULTS ANALYZED

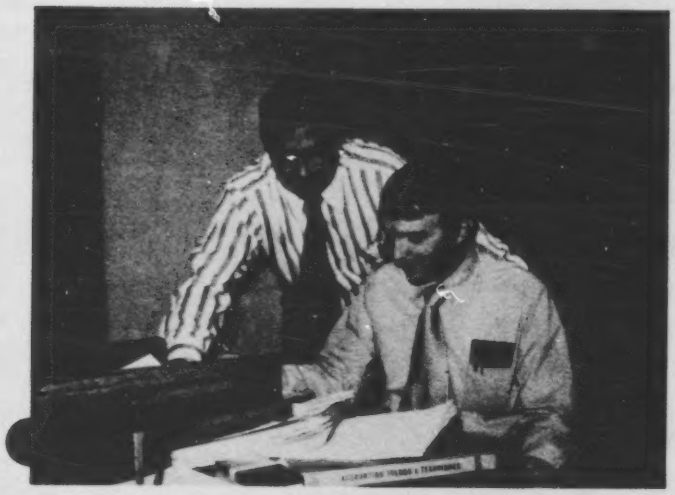
Accounting Course Most Desired

Questions included in S-U-N's clientele survey were those regarding potential students' preferences in curriculum. Accounting and Psychology head the list with 17% of the high school students and 24% of the general population listing accounting as their first choice. Sixteen percent of both groups, the high school students and the general population, listed psychology as their first choice.

On the basis of this response, the first S-U-N course being developed is Introductory Accounting. Selected to provide the course content are **Dr. Richard W. Metcalf** and **Dr. Pierre L. Titard,** both CPA's and accounting professors at the University of Nebraska, Lincoln.

"Specific goals of the accounting course have been established," **Dr. Metcalf** related. "Students will obtain a knowledge of the concepts underlying the development of financial statements. They will learn the techniques that lead to the preparation of these statements. Also, the course will include a section on financial statement analysis — the type of analysis we use in making credit or investment decisions. Part of the course will be devoted to such topics as budgeting which will help a person in the better management of a business."

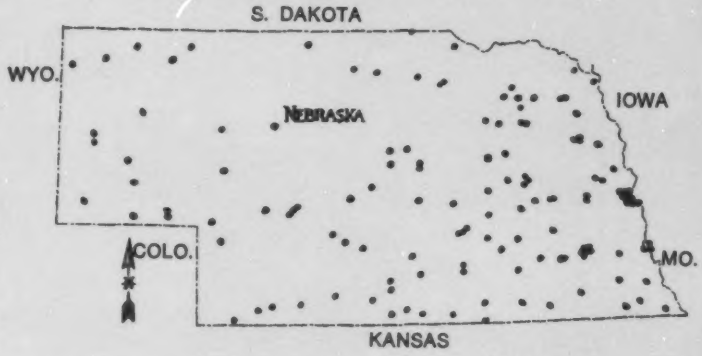
Dr. Titard added, "The course will be presented in depth to provide sufficient background for students desiring to take additional accounting courses in the future."



Dr. Richard Metcalf and **Dr. Pierre Titard,** UN – L Accounting professors, prepare content for S-U-N's first course, Introductory Accounting.

Reaction to S-U-N Favorable

University of Nebraska computers have now released figures on the S-U-N clientele study, showing the response from thousands of Nebraska citizens who were questioned about taking college courses in their homes by way of educational television, films, audio-visual cassettes, and other communication media.



S-U-N clientele survey covered a large area of Nebraska.

One of the first questions asked of the participants was, "Would you recommend this program (S-U-N) to people you know who are capable of doing college work?" **Dr. Robert D. Brown,** Study Director, commenting on the question, said, "We had briefed all participants on the plan so they knew what it is all about, and the response to that question was encouraging. A full 90% of the high school students, 94% of the general adults, and 96% of the teachers and school officials said 'Yes.' We had reported earlier that a very high percentage indicated they believe the multi-media approach to a college education is needed and is workable, so these latest figures dramatically support the concept."

Another question was, "Would you like to earn college credit in a program like the one described?" The response was: 66% of the high school students and 16% of all adults said "Yes."

The next question was along the same lines, but asked for a more definite answer, although no commitment was implied, "Is it very likely, or somewhat likely, that you would sign up for one or two courses next fall?" Forty-seven percent of the students and 9.6% of the adults replied in the affirmative. Seventy-one percent of the teachers surveyed thought they would personally sign up for a course for themselves, if an appropriate course was available. While some sought graduate courses, others wanted undergraduate courses which could strengthen their teaching majors.

Dr. Brown explained the screening process which was programmed into the computer. "The first screening sorted out those

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State University of Nebraska
NEWS

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C. Cecil Eloe, *Editor*

S-U-N Staff Notes

University of Nebraska System Vice-President **Dr. G. Robert Ross,** Project Director for S-U-N, has announced the second multi-media course to be developed for the S-U-N program is Psychology. Negotiations are now under way to select outstanding professors among Nebraska's colleges and universities who will build the course.

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The annual conferences of the Nebraska State Education Association were visited by S-U-N staffers March 16 and 17. Armed with brochures, newsletters, and slide/narrative presentations, the team made information appearances at:

Omaha — **Mr. John Aronson,** Admissions Director, UN-L
Scottsbluff — **Mr. Jay Cox,** Admissions Director, UN-O
Kearney — **Mr. C. Cecil Eloe,** S-U-N Program Officer, UN-L

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Meeting with the Omaha Urban League recently was S-U-N Study Director **Dr. Robert D. Brown,** who reviewed the results of the clientele study and outlined the goals of the project. He reported that considerable interest was generated at the meeting which sparked a lively question and answer session.

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A special committee of the Nebraska Educational Television Council for Higher Education, Inc. (NETCHE) met with S-U-N staff members to discuss areas of cooperation and coordination for each organization in future higher educational programs. NETCHE was organized in 1965 under the non-profit corporation laws of Nebraska to prepare and offer television courses and other services to participating colleges and universities. S-U-N and NETCHE will continue to study ways in which the two organizations can work together.

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(Survey Results Con't)

who completed the survey, then those who indicated an interest in taking courses, followed by those who said it was very likely that they would take a course in the fall, then those who requested their names to be put on the mailing list to receive more information. The percentages became smaller with each sorting. Next respondents were screened on the basis of their interests and background, as indicated by answers to questions related to their reading habits, previous exposure to education, and civic interests."

On the basis of this analysis and census figures, **Dr. Brown** concluded, the *potential clientele pool* of S-U-N students ranges from 14,000 to 24,000, and the high school student potential clientele is approximately 2,000 students. Actual enrollment will undoubtedly be considerably less.

"There are at least three more sorts which will take place," he said, "but are impossible to predict, short of the S-U-N program being ready to accept registrations. Having access to sufficient funds will have an effect on a person's decision to register, so will the individual's personal circumstances and family background. The final screening is the moment of actual enrollment."

Staff Officer **Dr. Milton J. Hassel** presented the S-U-N concept to the U.S. Army Infantry School at Ft. Benning, Georgia, last week as the guest of Nebraska National Guard **General Donald G. Penterman.** The National Guard and S-U-N are discussing areas of mutual interest and exploring the possibilities of the multi-media approach to some phases of military training.

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On March 17th, administrators from the 17 Educational Service Units in Nebraska met in the State Department of Education offices with **Dr. Hassel.** Several Units expressed considerable interest in assisting with S-U-N program activities. They indicated that their present service to all schools in their respective areas could also aid S-U-N's delivery system to students.

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Dr. John W. Upright, Executive Director of the Nebraska Television Council for Nursing Education, **Mr. John George,** Director of Learning Resource Center, Nebraska Regional Medical Program, and **Dr. Hassel** met several times during the past two weeks concerning cooperative efforts in establishing resource centers which would serve not only S-U-N students but also those individuals interested in programs related to the health professions.

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S-U-N (dis)Staffers are **Mrs. Marcia Carlson,** Administrative Assistant, and staff secretaries **Mary Meidrum** and **Laurel Frederick.**

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STATE UNIVERSITY OF NEBRASKA
A MULTI MEDIA APPROACH TO COLLEGE EDUCATION

S-U-N NEWS

Volume 1 May 1972 No. 4

WASHINGTON EYES S-U-N

Psychology Course Being Developed

Outlining content for S-U-N's psychology course are (seated) **Dr. Donald D. Jensen** and **Dr. John W. Upright.** (standing) **Dr. Milton J. Hassel** and **Dr. Robert D. Brown.**

Ranking high on the list of desired courses to be offered by S-U-N is Psychology. The fact was revealed in the potential clientele study recently completed by the S-U-N staff, headed by Study Director **Dr. Robert D. Brown.** "The Psychology course is the second of two courses now underway," **Dr. Brown** said. "The other is Introductory Accounting which has been in the development stage for several weeks. It is hoped that both will be ready to be offered for credit by the S-U-N delivery system during the 1972-1973 academic year. We may not be ready for an October offering, which was our first target date, but we hope to have both ready by January."

Team leader for the first Psychology course is **Dr. Donald D. Jensen,** Professor of Psychology, UN-L. Team members are **Dr. Robert D. Brown,** S-U-N Study Director and Professor of Educational Psychology, UN-L; **Dr. Louis R. Jensen,** Head of Independent Study, University Extension Division; **Dr. John W. Upright,** Executive Director, Nebraska Television Council for Nursing Education, and Instructor in Secondary Education; and **James R. Craig,** S-U-N Senior Producer.

Dep. Comm'r. Reed in Lincoln

The S-U-N staff and Advisory Council were surprised and pleased recently when **Dr. Wayne Reed,** Deputy Commissioner of Education, U.S. Office of Education, paid visits to S-U-N offices and the Council's monthly meeting. High on the agenda for discussion were (1) S-U-N's progress, (2) results of the potential clientele study, and (3) future funding of the S-U-N program.

Dr. Reed explained that planning in all areas of education depends largely on the current Congress. He said that major delays in the federal higher education bill are caused by the school busing issue. Separate versions of the bill were passed in the Senate and House of Representatives earlier, and the bill now rests in a conference of Senate and House members. **Reed** stated, "There is no way to anticipate the outcome but it is hoped that early passage will allow planning for continued support of the many school programs."

(Continued on Back Page)

Dr. Wayne Reed, Deputy Commissioner of Education, U.S.O.E., and **Dr. Thomas Keating,** Hastings Superintendent of Schools and S-U-N Advisory Council Member, confer over higher education bill.

State University of Nebraska
NEWS

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C. Cecil Eloe, *Editor*

Well underway is the accounting course. Team members shown here are **Mr. Paul Beck, Dr. Robert D. Brown, Dr. Pierre Titard, Dr. Louis R. Jensen. . .**

. . .Mr. James Craig, Dr. Richard Metcalf, and Dr. James Buterbaugh.

S-U-N PROGRAM
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WASHINGTON—Continued

DR. G. ROBERT ROSS
University of Nebraska
System Vice President
S-U-N Project Director

DR. ROBERT D. BROWN
Professor, Educational
Psychology, UN-L
S-U-N Study Director

Funds for the S-U-N potential clientele study were provided by the U.S.O.E. last year. The concept of an all-media off-campus university for Nebraska was proposed by University System President **D. B. Varner** to the Board of Regents last spring. His proposal was approved by the Board. He appointed University System Vice President **Dr. G. Robert Ross** as Project Director, who then assigned **Dr. Robert D. Brown,** Professor of Educational Psychology, as Study Director. The clientele study was conducted in a wide range of Nebraska population which included high school students, nurses, school administrators, colleges, voc-tech schools, housewives, and other disciplines.

Results of the study showed that a large segment of Nebraska citizens would support the S-U-N concept.

Thoughts on TV Learning

Tests conducted in a midwest city recently showed that a television set can be just as effective a teacher at home as in a special TV classroom. Some writers in the field of educational television had suggested that home television tends to be considered entertainment and that people learn better when they are with other learners. Not so, say the researchers; the test scores indicated no significant difference in learning between the students at home and those at the group centers.

ETV will be an important element in S-U-N's delivery system.

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S-U-N

STATE UNIVERSITY OF NEBRASKA
A MULTI MEDIA APPROACH TO COLLEGE EDUCATION
NEWS

Volume 1 June 1972 No. 5

Dr. Jensen develops S-U-N Psychology course with media experts and TV producer.

Advisory Council Chairman, **Dr. Wesley C. Meierhenry** (Center) leads S-U-N discussion with **Dr. Richard Raecke** and **Dr. Philip Heckman.**

Advisory Council Meets in Hastings

Central Nebraska Technical College President **Dr. Chester H. Gausman** hosted the May meeting of the S-U-N Advisory Council with lunch (prepared and served by students) and a tour of the college. CNTC occupies portions of the building and grounds formerly known as the U.S. Navy Ammunition Depot on U.S. 6 east of Hastings.

Dr. Donald D. Jensen, Professor of Psychology, UN–L, reported on his progress in development of the S-U-N Psychology course. He said, "The S-U-N course is based upon a system of large-class instruction which I developed at Indiana University and have used for several years at UN–L. This system enriches the material in a standard text by TV presentations which give vivid examples of important concepts by taped lectures which explain difficult material, and by computer-generated repeatable tests which help the student determine what concepts and ideas he has not yet mastered and which provide practice that leads to mastery."

Members present at the May meeting were Chairman **Dr. Wesley C. Meierhenry,** UN–L, Chairman, Department of Adult and Continuing Education; **Dr. Philip Heckman,** President of Doane College; **Dr. Paul E. Hodgson,** Professor of Surgery, University of Nebraska Medical Center; **Dr. Thomas Keating,** Superintendent of Schools at Hastings; **Dr. William J. Ptacek,** President of Nebraska Western College at Scottsbluff; **Dr. James E. Todd,** Executive Officer and Secretary of the Board of Trustees of Nebraska State Colleges; **Dr. Richard Raecke,** Instructional Television Administrator for the State Department of Education; **Dr. Helen [illegible],** Professor of Education at the University of Nebraska at Omaha; and **Mr. Joseph Maresh,** Member, Nebraska ETV Commission.

S-U-N Staff in attendance were **Dr. G. Robert Ross,** University of Nebraska System Vice President, Project Director; **Dr. Robert D. Brown,** UN–L Professor of Educational Psychology and S-U-N Study Director; **Dr. Milton J. Hassel; Mr. C. Cecil Elce;** and **Mrs. Marcia Carlson,** Administrative Assistant.

S-U-N Attractive to a Wide Variety of Nebraska Citizens

S-U-N's potential clientele study revealed a number of interesting facts about Nebraskans which deserve considerable attention. It apparently makes little or no difference whether a person is young or aging, male or female, with considerable formal education or very little, rural or urban oriented—the desire for more education is strong in nearly all individuals.

Seventeen percent of those expressing at least some interest in the program were not high school graduates, while 19% were college graduates. Over half were over 30 years old. More than a fourth were housewives. Nineteen percent of those expressing some interest were business and professional people; 22% were skilled or semi-skilled craftsmen; 2% were retired people.

Those interested in S-U-N courses apparently are engaged in an on-going program of self education in a number of ways. More than three-fourths read magazines and books regularly; 46% have taken adult education or correspondence courses; 43% are, or have been, active in civic and community affairs; another 46% have been college students at one time.

The most popular time of day for working on a course was reported as during the early evening hours between 5:00 P.M. and 9:00 P.M. Housewives preferred to study during the daytime. Only about one-seventh suggested late evening (after 9:00 P.M.) for their course work.

Dr. Robert D. Brown, S-U-N Study Director, said the results of the study show that a significant percentage of Nebraskans are thinking about some college education, and the potential clientele is not limited to an age group, sex, occupation, or background.

State University of Nebraska
NEWS

June 1972 Vol. 1, No. 5

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C. Cecil Eloe, *Editor*

Resource Centers Vital Link

S-U-N Staff Officer **Dr. Milton J. Hassel** contacted all Nebraska colleges during the past several weeks with the question, "Are you interested in having a S-U-N Resource Center on your campus?" Plans call for Resource Centers to be strategically located throughout the state where students can meet with tutors for instruction, use the video-tape library of courses, refer to the audio/visual library, and rap with each other on specifics of the courses. Colleges, public libraries, high schools, and other institutions having all-media facilities are being studied as possible Resource Center locations.

"We haven't received answers from all the colleges as yet," **Dr. Hassel** reported, "but of the 21 we have received they all have replied in the affirmative. Apparently they realize the importance of the Resource Center to the student and feel they can accommodate S-U-N and the students adequately."

One college wrote about S-U-N, "We would certainly enjoy participating to the fullest extent, including having a Center on our campus." Another wrote, "We have received several calls about the S-U-N Program and we believe this can be a good Center." A third said, "Count on us as anxious to stay involved and to receive information for further assessment. We are still vitally interested in being a Resource Learning Center with S-U-N." Another said, "We are definitely interested in having a Resource Center on our campus and we would like to take whatever steps are appropriate to make this possible."

"The interest in the locations of Resource Centers by high schools, libraries, public and private colleges, and educational service units is most gratifying," said **Dr. Hassel.** "Budget restrictions will be a limiting factor in the number of Centers that can be established, so we will be looking at those locations that can provide the most complete resource facilities and equipment, and be easily reached by S-U-N students."

Britain's Open University

Completing what Open University administrators call their "successful first year," British educators have developed a higher education teaching system which presumably is adaptable to any nation in the world with mass communication capabilities. The Open University relies heavily on television to deliver course content to its students, but uses all other media including correspondence, texts, telephone, and radio. Computer network terminals are located in regional and local study centers for student use, and for recording enrollments and marking assignments and examinations. The University is "open" to the extent that the only limitation to enrollment is that the applicant be at least 21 years old. It was determined that the system could accommodate 24,000 students which would be admitted on the first-come first-served basis.

The Open University broadcast its first courses on BBC channels in January, 1971, having reduced 43,000 applications to the acceptable 24,000. Television and radio broadcasts were beamed to the students on Sunday mornings and between 5:30 p.m. and 7:30 p.m. on weekdays, starting with four undergraduate foundation courses in Art, Social Science, Mathematics, and Science. (Technology and Educational Studies were added in January 1972.) At the end of 3 months, when the second installment payment for tuition was due, the drop-outs totaled about 25%. The term ended in November when 14,667 students passed their final examinations.

The 1972 academic year has 20,000 new students, and with last year's successful students continuing their studies, the Open University is now Britain's largest university. The system has 284 study centers established in various educational institutions throughout the United Kingdom.

The full-time staff of the Open University now consists of about 800, in a ratio of three administrative people to one academic. The country is divided into 12 regions each with a regional office and staff to administer the system. More than 3,000 part-time employees handle the tutorial and counseling functions.

We Need To Know

S-U-N News now has a mailing list totaling about 4,000, and it is growing. If you have friends or relatives who should be receiving S-U-N information, write us. Mail to the S-U-N Office will be delivered promptly when you use P.O. Box No. 82446, Lincoln, Nebraska, 68501.

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S-U-N

STATE UNIVERSITY OF NEBRASKA
A MULTI MEDIA APPROACH TO COLLEGE EDUCATION

NEWS

Volume 1 July 1972 No. 6

HIGHER EDUCATION BILL SIGNED

Questions, Questions

Every mail delivery to the S-U-N office brings new questions about the program. Supplying answers for interested Nebraska citizens are **Dr. G. Robert Ross,** University of Nebraska System Vice President and S-U-N Project Director; **Dr. Robert D. Brown,** UN–L Professor of Educational Psychology and S-U-N Study Director; and **Dr. Milton J. Hassel,** S-U-N Staff Officer.

They said the most frequently asked questions are "What is S-U-N and what makes it different from other higher education areas of study?," and "How will the courses be developed?" High on the list of important questions is that of the transferability of S-U-N credits.

Dr. Milton J. Hassel S-U-N Staff Officer.

Dr. Hassel said, "Apparently the S-U-N concept is creating substantial interest in our region and people want to know more about it. We explain that S-U-N, the proposed State University of Nebraska, will offer first and second year college courses for credit by way of ETV, video-tapes, cassettes, films, texts, telephone, and all other means of communication. Nebraska citizens unable to be near a college campus will be able to take college courses at home, and have the opportunity to visit nearby regional resource centers for assistance. S-U-N is a new concept. It is a cooperative statewide educational effort of many groups in Nebraska that involves high schools, libraries, private and public colleges and universities."

President Nixon Okays Historic Legislation

The $21.3 billion higher education bill, labeled as the most far-reaching program ever advanced to aid the nation's colleges and their students, was signed into law by President Nixon. One congressman called it "the most important higher education bill since Abraham Lincoln signed the Land Grant College Act in 1863."

The bill will continue the many federal aid programs now in existence, and places special emphasis on individual institution's commitment to assisting disadvantaged students. The anti-busing provision, which was incongruously added as a rider, will require a stay until December 31, 1973, of all federal district court busing orders until all appeals have been exhausted. It will also:

- Provide for student grants up to $1400 per year,
- Initiate a program of direct federal aid to colleges and universities to use as they see fit,
- Authorize $1 billion a year to help elementary and secondary schools desegregate,
- Establish a National Institute of Education to foster research into the learning process.

Of special interest to Nebraska's S-U-N program is the provision for substantial aid to innovative educational projects.

When asked how courses will be developed, **Dr. Hassel** explained, "Each course will be developed by a team of outstanding teachers, an educational psychologist, and a media technologist. The knowledge of leading scholars in each field will be utilized throughout the courses which will be delivered by all known media and using the most modern techniques. The search is now on throughout Nebraska campuses to find the most qualified and the most innovative college teachers. We have asked administrators and other professors to point out those who would fill our needs, and we have now quite an impressive list of exceptional teachers.

"We are often asked if S-U-N credits will be transferable. They will, of course, be transferable to the college of the student's choice. For instance, if our course in American History is being constructed by a professor from Hastings College, the S-U-N course will be of the same high quality as the course at Hastings, and the credit as transferable. We have visions of offering courses through S-U-N that are equal to, or better than, any college courses in the country."

Courses now under development in the S-U-N offices are Introductory Psychology and Introductory Accounting.

State University of Nebraska
NEWS

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C. Cecil Eloe, *Editor*

S-U-N Studying College Equivalency Program

Dr. Robert D. Brown, Professor of Educational Psychology, UN-L, and S-U-N Study Director, commented on the role S-U-N will play in the awarding of college credit by examination.

"We are looking closely at some of the major issues involved in evaluating non-academic experiences for credit and to suggest some guidelines for implementing such an evaluation program for S-U-N," he said. "Through the years there have been many individuals who have had certain business or avocational experiences which gave them a background of knowledge and philosophy equal to or better than that which they would gain by pursuing a particular program of classroom instruction. Although there are several programs now in existence which grant college credit for these experiences, such as the College Level Examination Program and the General Education Development Tests, it is apparent that there exists the potential for more extensive and varied usage. We have not begun to feel the full impact of evaluating knowledge and experience gained outside the classroom, and here in Nebraska we will study new avenues in relation to the S-U-N project."

A number of on-campus trends in higher education clearly suggest continued research in credit by examination and external degrees. These innovations include the recent influx of experimental colleges, the growth of independent study options, the expansion of pass-fail grading, and the increased interest in work-study programs such as the "university without walls."

According to **Dr. Brown,** S-U-N will study all concepts to determine the relevance of establishing a Nebraska College Equivalency Program.

New ETV Building Dedicated

Nebraska's new Educational Television facilities drew high praise from national, state, and local dignitaries in impressive ceremonies recently as the Nebraska Educational Telecommunications Center at 1800 North 3rd, Lincoln, was officially dedicated to the people of the State of Nebraska and to the brilliant future of public broadcasting.

On hand to assist in the special event were the national presidents of the Corporation for Public Broadcasting, the National Association of Educational Broadcasters, and the Public Broadcasting Service. They proclaimed the building to be a "signal of Nebraska's assuming leadership in making education available to all its citizens" and offering an unequalled "level of educational excellence." The three noted the tremendous potential of the facilities to serve Nebraska citizens and spoke of the public television's many functions now housed in the new building. Among them is S-U-N, which Nebraska ETV Manager, **Mr. Jack McBride** pointed out is the off-campus approach to college courses for credit by way of ETV and other communication media.

Mr. John Macy, President of PBC said S-U-N may be even more successful than similar projects in London, New York, and Chicago because the S-U-N configuration will be especially useful to persons in more sparsely populated areas. He was joined by the other officials in agreeing that, rather than hurting college enrollments, S-U-N may encourage more persons to attend college, after they have been exposed to college-level work on their television sets through S-U-N.

Mr. Jack McBride, General Manager, Nebraska ETV Network.

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S-U-N

STATE UNIVERSITY OF NEBRASKA
A MULTI MEDIA APPROACH TO COLLEGE EDUCATION

NEWS

Volume 1 August 1972 No. 7

S-U-N LOOKS TO FY 73

Dr. G. Robert Ross (left) University of Nebraska System Vice President and S-U-N Executive Director leads staff discussions on plans for FY 73. Others are **Mary Meldrum,** Secretary; **Dr. Lou Jensen,** Head of Independent Study, University Extension Division; and **Dr. Donald D. Jensen,** Professor of Psychology, UN-L.

What Others Are Saying

" . . . American higher education has not been responsive to the wide array of backgrounds, interests, and current living situations of students who are interested in post-secondary education and who have the ability and motivation to benefit from college if realistic opportunities were available. For these potential students the unnecessary barriers to a college education must be eliminated." Rodney T. Hartnett, Educational Testing Service, Commission on Non-Traditional Study.

★ ★ ★

"Fortunately, new kinds of institutions are coming to the fore which aim specifically at meeting the students' real needs." —Alvin C. Eurich, President of the Academy for Educational Development, former President of the State University of New York, and former Vice-President and acting President of Stanford University.

★ ★ ★

"Colleges and universities must give more thought to continuing education and off-campus instruction. We have abandoned the idea that education is something which takes place in a block of time between 6 and 18 (or 22) years of age. It is lifelong. We have abandoned the idea that education is something that can occur only in a classroom." —John W. Gardner, former Secretary of the Department of Health, Education and Welfare, current Executive Director of the Urban Coalition.

U.S.O.E. Advised of Research and Evaluation Plans for the Multi-Media Off-Campus College Program

In a detailed report to the U.S. Office of Education the State University of Nebraska has explained its program of carrying forward through fiscal year 1973 the planning experimentation of S-U-N courses and delivery system. Listed were five major objectives:

1) Reviewing existing instructional theories and practices of mediated approaches to providing off-campus education experiences for adults,
2) Designing and producing college course lessons,
3) Evaluating the effectiveness of course segments with different student groups,
4) Evaluating course segments field tested in different settings, and
5) Establishing techniques for evaluating student performance.

University of Nebraska System Vice President and S-U-N Executive Director **Dr. G. Robert Ross** said that when these goals are reached, "we will have the experience and technical know-how necessary to make an effective college program operational with a variety of relevant course offerings." He added that the program could usefully serve as a model for others considering regional universities.

Commenting on the new proposal UN-L Professor of Educational Psychology and S-U-N Director of Curriculum Development **Dr. Robert D. Brown** said, "Continued support for the S-U-N program is essential to the increasing needs of higher education. New, effective, and efficient programs are being demanded by students, and those who would like to be students, and the thrust of these new directions for higher education can be summarized in two words: *increased accessibility.*"

Dr. Milton J. Hassel, S-U-N Director of Program Development, noted that activities during the year would focus primarily on research and development. "We will continue to work cooperatively with all higher education institutions in the state, which means consultation with outstanding professors regarding course development and continued study in the locations and facilities required for regional resource centers."

The new S-U-N proposal has gone to Washington D.C. for review by the Department of H.E.W. and the U.S. Office of Education.

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C. Cecil Eloe, *Editor*

S-U-N and Great Plains Library Distantly Related

Meeting with the S-U-N staff last week was **Mr. Paul Schupbach,** Director of the Great Plains National Instructional Television Library. GPN has as its basic function the identification, collection, and distribution of available video taped high quality instructional television courses which are offered to educational institutions and other agencies on a lease basis.

Mr. Paul Schupbach, Director of the Great Plains National Instructional Television Library. GPN and S-U-N headquarter in the new Nebraska Telecommunications Center on the UN-L East Campus.

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Small corner of the vast Great Plains Library located in the Nebraska Center at 1800 North 33rd Street, Lincoln. **Bobbie Chunestudy** records incoming video tapes for cleaning and repair.

★ ★ ★

"In the 10½ years we have been in operation," **Mr. Schupbach** said, "Great Plains has grown from a one-course, two-users library to a facility distributing more than one hundred courses to thousands of students and viewers all over the United States and in Canada. Our college level courses now total about twenty and most are offered for credit through Chicago's T.V. College. We will make all our resources available to the S-U-N staff as their courses are being developed."

S-U-N is studying all non-traditional college programs which bring college courses to the student by way of ETV, audio and video cassettes, films, texts, and all other communication media. S-U-N will utilize the most modern techniques and technologies in presenting college courses for credit to students in their homes. Resource centers will be located in several strategic places throughout Nebraska so that no student will have far to go for counseling and reference material.

SLIDE/TAPE Presentation, S U N

No. 1 — Start slides here: turn slide projector on and set it at the No. 1 position so that you can focus and get ready to start tape. While tape is starting lead-in, audience will be viewing No. 1 slide. (SUN symbo

No. 2 — Education is one of the major resources of the State of Nebraska. Throughout the nation today, many educational institutions are re-examining their programs to find better ways of making education more accessible and more meaningful.

No. 2 — To bring this about in our State, a new educational program is being planned which will bring college courses into the homes of Nebraskans This will be done through the cooperation of many groups in the State including high schools, technical colleges, private and public institutions, junior colleges, and the University.

No. 4 — This program is called SUN. What is SUN?

No. 5 — The letters stand for the State University of Nebraska. The name was chosen to represent a new statewide educational effort involving all segments of education. A group of outstanding faculty, chosen from all parts of the University of Nebraska, working with President D. B. Varner, have proposed .....

No. 6 — a program which would make freshman and sophmore courses available to all interested Nebraska citizens, regarless of where they live or work. This group is now being advised by representatives of educational institutions throughout the State.

If the interest in such a program is sufficient, the planning study now underway will lead to an ongoing program.

No. 7 — This is a cooperative effort by colleges and high schools to provide new approaches to college studies. The primary thrust of SUN is to broaden educational opportunities by making college available to all.

No. 8 — Who are the people who would enroll in these courses offered to them primarily in their home?

No. 9 — They are among the 250-thousand individuals who graduated from Nebraska's high schools from 1960 through 1971.

No. 10 — They are to be found among the 316,000 men and women between the ages of 31 and 42.

No. 11 — Recent state legislation will make it possible for Nebraska to increase the number and quality of its technical and junior colleges. The SUN program may help by providing a portion of the academic content areas. In addition, individual citizens may find SUN valuable to them.

No. 12 Skilled and un-skilled workers who would like to try college

No. 13 may find the chance here.

No. 14 The exceptional high school student whose principal recommends college study can enroll.

No. 15 Persons who wish to become nurses, recreation leaders and teaching aids may benefit.

No. 16 The housewife who has several young children at home may find this an opportunity to gain college credit.

No. 17 Some who tried college years ago and for a variety of reasons did not continue will find it easy to try again.

No. 18 Older citizens may wish to take advantage of these convenient learning opportunities.

No. 19 Families may wish to take courses together.

No. 20 Many of us may seek personal enrichment through the study of art, music or the humanities; others may be interested in learning more about the environment or the solutions to community problems.

No. 21 People desiring a certificate, diploma, or associate degree or those who want to work toward a college degree may also be attracted

No. 22 SUN may provide an avenue for all.

No. 23 What courses will be offered and who will plan them?

No. 24 Preliminary plans, still under study, call for SUN to offer at least five different courses the first semester. Additional courses will be added to complete four semesters to make up the freshman and sophmore years.

No. 25 These courses would be selected from the areas of science, the humanities, fine arts, and the social sciences. Courses will be chosen on the basis of their meeting degree requirements of Nebraska colleges.

No. 26. SUN proposes to utilize a team to mesh all elements of the course. An outstanding scholar would be named as the team leader with team members including a psychologist and a technician.

No. 27 Courses will be adapted so they may be offered through multi-media, such as television, audio-cassettes, slides, and texts, and at the same time meet the requirements necessary for academic credit.

No. 28 What about other ways of getting college credit? Studies are planned to determine if it is possible to grant college credit for other kinds of experience. Such experience might include knowledge gained on-the-job, as well as technical skills acquired outside the formal academic setting.

No. 29 How will studetns be taught? The basic concept of this program is to take the course to the person wherever he or she might live and work.

No. 30 Therefore, the key element is the delivery system.

No. 31 This delivery system may include:

No. 32 A learning kit consisting of a study outline with an illustrated student guide, a reading list and supporting instructional materials including audio and visual aids which can be mailed back and forth.

No. 33 A series of 29-minute color telecasts over the ETV network.

No. 34 Potential students for the new program can be reached through the nine-station Nebraska network.

No. 35 Audio instructional units recorded on inexpensive cassettes which can be moved through the mails.

No. 36 Correspondence with the course tutor and professor.

No. 37 Periodic meetings with professors at Regional Study Centers.

Student counseling, lesson review and tutoring at the Centers.

Examinations which may be taken on college campuses or at the Centers.

No. 38 An important part of the delivery system are Regional Learning Centers. These Centers would be located within driving distance of each student. Locations currently under study include:

No. 39 Nebraska Western College in Scottsbluff.

No. 40 Kearney State College.

No. 41 The University of Nebraska at Omaha.

NO. 42 Nebraska Wesleyan University.

No. 43 North Platte Junior College.

No. 44 Northeast Nebraska Technical College in Norfolk.

No. 45 Headquarters for Educational Service Unit No. 4 in Ainsworth.

No. 46 It is also possible that the 261 public libraries in Nebraska

No. 47 may be part of the Regional Learning Center concept.

No. 48 The Centers may also draw on community expertise as needed. For example, a high school math teacher might be a resource for the student studying math or the local mayor for the student studying city government.

No. 49 A natural question arises. Can this type of educational program work?

No. 50 Many efforts at new approaches in education, such as this, are now being studied across the United States and abroad. A university without classrooms called Empire State has been established in New York. A similar program is underway in Minnesota.

No. 51 Eighteen schools have formed a consortium known as the University Without Walls. This group is attempting to provide education to students wherever they may be.

Others experimenting include the State of Pennsylvania, the City College of Chicago,

No. 52 The United Kingdom, and Japan.

No. 53 Two recent publications dealing with higher education, the Carnegie Commission Report and The Newman Report, emphasized the urgency for change in educational programs.

No. 54 As recently as October, 1971, U. S. Commissioner of Education, S. P. Marland, Jr., talking with a national audience, referred to this innovative Nebraska plan and urged that it be given substantial attention.

No. 55 President D. B. Varner presented this program concept to the Board of Regents of the University of Nebraska and received their endorsement to proceed with the planning.

No. 56 Who is giving advice for program development? A statewide volunteer committee representing all segments of education is presently giving a great deal of attention to the SUN proposal and is studying its feasibility. The members of this committee include:

No. 57 Dr. Wesley C. Meierhenry, Chairman, also Chairman of the Department of Adult and Continuing Education at the University of Nebraska in Lincoln.

Dr. Philip Heckman, the President of Doane College in Crete.

Dr. Paul Ed. Hodgson, Professor of Surgery, University of Nebraska Medical Center

Dr. Thomas Keating, Superintendent of Schools at Hastings.

Mr. Jack McBride, Director of the University Television and General Manager of the Nebraska ETV Network.

Dr. William J. Ptacek, President of Nebraska Western College at Scottsbluff.

Dr. James E. Todd, of Lincoln, Executive Officer and Secretary of the Board of Trustees of Nebraska State Colleges.

No. 58 Dr. William Torrence, a Professor of Management at the University of Nebraska in Lincoln.

Mr. William Stucker, the President of EDUTEK. Inc.

Dr. Richard Raecke, Instructional Television Administrator for the State Department of Education.

Dr. Chester H. Gausman, President of Central Nebraska Technical College.

Dr. Helen Howell, Associate Professor of Education at the University of Nebraska at Omaha.

Dr. G. Robert Ross, Vice President of the University of Nebraska system, is the Staff Director for the project and will be assisted by Dr. Robert D. Brown, Professor of Educational Psychology.

No. 59 What are the sources of funds for the program? The study funds are being provided by the United State Office of Education. It is planned that the U. S. Office of Education, Foundations, and other such groups will support this effort. It is forecast that a major share of the costs will be paid by student tuition.

No. 60 SUN is something new. It is innovative. It broadens the opportunit for learning.

No. 61 It can become one of the important educational resources for citizens of the State of Nebraska.

No. 62. SLIDE SHOWING SUN SYMBOL (same as one you started with)

S-U-N PHONE CALL QUESTIONNAIRE FORM

YOUR NAME WAS SELECTED AT RANDOM AND YOUR REACTIONS WILL REMAIN CONFIDENTIAL. YOUR REACTIONS ARE IMPORTANT TO US, BECAUSE THEY WILL REPRESENT THOSE OF THE MANY NEBRASKANS WE CANNOT CALL. THIS WILL TAKE ABOUT 5 MINUTES. WILL YOU BE ABLE TO SPEND THAT TIME NOW? (If no, ask about responding to a mailed questionnaire or when to call back, but indicate that we may not be calling back.)

1. Indicate whether or not the person being interviewed read the brochure (1) or was the program described over the phone (2)? 1 2 (1)

2. HAD YOU HEARD ANYTHING ABOUT THIS PROGRAM BEFORE YOU RECEIVED PRESIDENT VARNER'S LETTER AND THE BROCHURE? YES NO (2)

3. WOULD YOU RECOMMEND THIS PROGRAM TO PEOPLE YOU KNOW WHO ARE CAPABLE OF DOING COLLEGE WORK? YES NO (3)

4. DO YOU THINK SOMEONE IN YOUR IMMEDIATE FAMILY (BESIDES YOURSELF) MIGHT BE INTERESTED IN TAKING ONE OR MORE COURSES IN SUCH A PROGRAM? YES NO (4)

5. IF YES, WHO MIGHT THIS BE? _____ (5)

6. WOULD YOU, YOURSELF, LIKE TO EARN COLLEGE CREDIT IN A PROGRAM LIKE THE ONE DESCRIBED? If no, why? (If no, skip to #11) YES NO (6)

_____

_____

IT WOULD BE VERY HELPFUL TO US TO FIND OUT HOW LIKELY IT IS THAT YOU WOULD ACTUALLY ENROLL IN COURSES, IF SUCH A PROGRAM WERE AVAILABLE?

(Caller's Guide Only - Do Not Read:) Very likely - very sure - positive = (1)
Somewhat likely, maybe, pretty sure = (2)
Probably not, don't think so = (3)
Unlikely - no - negative = (4)

7. HOW LIKELY IS IT THAT YOU WOULD SIGN UP FOR ONE OR TWO COURSES NEXT FALL? 1 2 3 4 (7)

8. HOW LIKELY IS IT THAT YOU WOULD SIGN UP FOR AS MANY AS FOUR COURSES AT ONE TIME? 1 2 3 4 (8)

9. WHAT TIME OF THE DAY OR NIGHT WOULD IT BE MOST CONVENIENT FOR YOU TO WORK ON A COURSE? _____ AM or PM? (9)

10. OF ALL THE POSSIBLE BEGINNING COLLEGE COURSES, SUCH AS (1) ART, (2) ACCOUNTING, (3) BIOLOGY, (4) PHILOSOPHY, (5) PSYCHOLOGY, AND (6) SOCIOLOGY, IN WHAT COURSE WOULD YOU MOST LIKELY ENROLL IN FIRST? (7) _____. ____ (10)
(other)

IN ORDER TO HELP US UNDERSTAND THE RESULTS OF THIS SURVEY, WE NEED TO HAVE JUST A LITTLE INFORMATION ABOUT YOURSELF. COULD WE TAKE UP JUST A FEW MORE MINUTES OF YOUR TIME? (If no - then stop and say thank you.)

11. WHAT IS YOUR AGE? _____ (11-12)

12. Record sex M=1, F=2 (13)

13. WHAT IS THE HIGHEST GRADE OF SCHOOL YOU HAVE COMPLETED? _____ (14)

14. WHAT IS YOUR CURRENT OCCUPATION? _____ (If student go to #18) (15)

15. ARE YOU EMPLOYED FULL-TIME (1) OR PART-TIME (2)? (16)

16. HOW OLD WERE YOU WHEN YOU STOPPED BEING A STUDENT? _____ (17-18)

17. SINCE YOU STOPPED ATTENDING SCHOOL, HAVE YOU EVER WANTED TO GET ANY FURTHER EDUCATION? (try to pick up reason why or why not, but do not press hard.) YES NO (19)

_____

_____

18. DO YOU PLAN TO GET MORE FORMAL EDUCATION IN THE FUTURE? YES NO (20)
If yes, HOW?

_____

_____

***EVEN NUMBERED CALLS (LAST DIGIT OF CODE):

19. HAVE YOU EVER TAKEN AN ADULT EDUCATION CLASS OR AN EXTENSION COURSE? YES NO (21)
20. DO YOU READ A MAGAZINE EVERY WEEK? YES NO (22)
21. HAVE YOU EVER BEEN A COLLEGE STUDENT? (Note occupation) YES NO (23)
22. HAVE YOU EVER BEEN A SUNDAY SCHOOL TEACHER? YES NO (24)

***ODD NUMBERED CALLS (LAST DIGIT OF CODE):

19. HAVE YOU EVER TAKEN A CORRESPONDENCE COURSE? YES NO (21)
20. DO YOU READ A BOOK ABOUT ONCE A MONTH? YES NO (22)
21. HAVE YOU EVER BEEN A COLLEGE STUDENT? YES NO (23)
22. ARE YOU A REGULAR MEMBER OF ANY CIVIC, COMMUNITY OR FRATERNAL GROUP? YES NO (24)

23. WOULD YOU LIKE TO BE PUT ON OUR MAILING LIST TO RECEIVE MORE INFORMATION ABOUT THIS PROGRAM WHEN IT BECOMES AVAILABLE? YES NO (25)

- thank you -

REACTIONS TO A MULTI-MEDIA, OFF-CAMPUS COLLEGE PROGRAM

We are soliciting the reactions of many individuals and groups across the state to the idea of a multi-media approach to college which will make college credit available to people wherever they may live or work. Your answers to these few questions will be very helpful to the planning group. For some of the questions you would undoubtedly like more information, but please answer them as best you can in terms of what you know about the program. Thank you.

Instructions: Please circle or write in your answer. If in doubt, leave blank.

1. I think the idea of being able to earn college credit without having to attend formal classes on campus is a good one. Yes No (1)

2. I believe that a multi-media approach to learning, such as the one described in this program, can be an effective teaching-learning technique. Yes No (2)

3. I think there are students in my school who are capable of doing college work even before they finish high school. Yes No (3)

4. I believe more of our graduates are capable of going on to college than actually do. Yes No (4)

5. I would recommend this program to students in our school who are capable of handling college work. Yes No (5)

6. I think this program would appeal to students who might not otherwise take on-campus college courses. Yes No (6)

7. If the cost of taking a course in this program is slightly higher than it would be to take the same course on campus, should the student be expected to pay the full cost? Yes No (7)

8. If there are differences between what the course costs and what the students pay, who should pay the difference?

   A. State Government
   B. Federal Government
   C. Local Government
   D. Some combination of all three

   A B C D (8)

9. What percentage of your next year's senior class do you think would be capable of taking a college credit course during their senior year? _____ (9-10)

10. What percentage of your next year's senior class would have a schedule which would permit them to take college credit courses? (Assuming that they are offered at a convenient time) _____ (11-12)

11. Would you be willing to counsel briefly with a student who wanted to consider this program and needed to talk to someone with your background and experience? Yes No (13)

12. Do you think you might personally be interested in participating in such a program on a part-time paid basis as a team member or a resource person? Yes No (14)

OVER

13. Of the following college courses, which <u>two</u> would probably be most fitting for qualified high school seniors in your school? Put a "1" by your first choice and a "2" by your second choice. (15)___ (16)___

(1) Art	(5) Physiology
(2) Accounting	(6) Psychology
(3) Biology	(7) Sociology
(4) Philosophy	(8) Other_____

14. If an appropriate course was offered, would you consider taking a course in a program such as the one described? Yes No (17)

15. The most appealing aspect of this program to me is .....

16. If such a program did exist, I would be most concerned about .....

17. Circle the appropriate answer: I am a: (18)

Teacher (1) Administrator (2) Counselor (3) Other Staff (4)

18. I teach or have taught _____. (19)___
(Subject area you identify with the most.)

19. Name of school _____ (20-21)___

20. I would like to be put on a mailing list to receive more information about this program as it develops. Yes No (22)

If Yes, give name _____

_____

_____

December 1, 1971
S U N Project
Form A

REACTIONS TO A MULTI-MEDIA, OFF-CAMPUS COLLEGE PROGRAM

We are asking for the reactions of many people across the State to the idea of a multi-media approach to college (using television, tape recordings, and texts). This program will make college credit available to people wherever they may live or work. We would like to know how many people in the State would really be interested in such a program. Your answers to these questions will be very helpful to us. You would probably like to know more about the program before you form definite opinions, but it would be helpful to have your reactions now. Thank you.

Please circle or write in your answers. If in doubt, leave blank.

1. I have never read or heard anything about this program before. Yes No (1)

2. I think the idea of being able to earn college credit without having to attend formal classes on campus is a good one. Yes No (2)

3. I believe that a student can learn as much in a multi-media approach, as described in this program, as they can in a regular classroom. Yes No (3)

4. I believe more people are capable of going on to college than actually do. Yes No (4)

5. I would recommend this program to people I know who are capable of handling college work. Yes No (5)

6. If the cost of taking a course in this program is slightly higher than it would be to take the same course on campus, should the student be expected to pay the full cost? Yes No (6)

7. If there are differences between what the course costs and what the students pay, who should pay the difference?
   A. State Government B. Federal Government
   C. Local Government D. Some combination of all three. A B C D (7)

8. Do you think someone in your immediate family (besides yourself) might be interested in taking one or more college courses under this program? Yes No (8)

9. If yes to No. 8, who might this person be? _____
   (Father, brother, sister, son, daughter, mother?) (9)

10. Would you like to earn college credit in a program like the one described? If not, why not? Yes No (10)

_____

_____

If No, skip to Question 21, Page 2. Otherwise continue.

11. Do you think you could use your home or present living quarters as a personal learning center, making use of television, tape recordings (with furnished tape recorders), and printed materials? Yes No (11)

OVER

12. Would you be able to travel a short distance (25 miles), if you wanted to consult with a counselor or an instructor about your program? Yes No (12)

A typical full-time college student completes at least 8 courses (4 per semester) in a year's time. How likely is it that you would sign up for some courses next fall or in the near future? (We realize that you would want to think more about it, but what would be your answer now?) Use the following code for questions 13-16.

(1) Very Likely, (2) Somewhat Likely, (3) Probably Not, (4) Quite Unlikely

CIRCLE

13. Likelihood that I would sign up for one or two courses next fall? 1 2 3 4 (13)

14. Likelihood that I would sign up for one or two courses sometime in the future? 1 2 3 4 (14)

15. Likelihood that I would sign up for eight courses in one year's time during the next school year? 1 2 3 4 (15)

16. Likelihood that I would sign up for eight courses during one year's time sometime in the future? 1 2 3 4 (16)

17. At what times of the day or night would it be most convenient for you to work on a course? SPECIFY HOURS AND NOTE IF A.M. OR P.M.

_____ to _____ (17)____

18. Of the following beginning college courses, in which two would you most likely enroll? Put a "1" by your first choice and a "2" by your second choice. (18)____

(1)	Art	(5)	Physiology	
(2)	Accounting	(6)	Psychology	(19)____
(3)	Biology	(7)	Sociology	
(4)	Philosophy	(8)	Other _____	

19. What are your educational plans for the future? (Circle the # on the right)

(1) Not Sure
(2) Take courses, but no particular goal
(3) Complete at least one year of college
(4) Earn a college diploma. 1 2 3 4 (20)

20. Why does this program appeal to you?_____

_____

We need to have a little information about yourself, which will help us to interpret the results of this survey.

21. What is your age? _____ (21-22)

22. Sex? (1)M_____ (2)F_____ (23)

23. What is the highest grade of school or year of college you have completed?
_____Grade of School, or _____Year of College (24-25)

24. Current Occupation _____ (26) ____

25. Are you employed full-time (1)_____ or part-time (2)_____? (Check one) (27) _____

26. Are you now a full-time student? If yes, skip to Question 31. Yes No (28)

27. If you are not a full-time student, how old were you when you stopped being one? ____ (29-30)___

28. Are you: (1)Married____ (2)Divorced____ (3)Widowed____ (4)Single____ (31)____

29. Any children? Circle the number: 0 1 2 3 4 5or more (32)____

30. Since you stopped attending school full-time, have you ever wanted to get any further education? If yes, why? If no, why? Yes No (33)

_____

_____

31. Do you plan to get more education in the future? If yes, how? Yes No (34)

_____ (35)

(Trade School, Four-year College, Junior College, Business School, Technical Community College?)

During the past two years, have you done any of the following:

32. Participated in 4H, Scouts, or other such groups. Yes No (36)

33. Taken an Adult Education Class. Yes No (37)

34. Been a Sunday School Teacher. Yes No (38)

35. Read one or two magazines a week. Yes No (39)

36. Had a hobby which took an hour or more a week. Yes No (40)

37. Taken a regular on-campus college course. Yes No (41)

38. Attended college full-time. Yes No (42)

39. Been a regular member of at least two civic, fraternal, or church groups. Yes No (43)

40. Participated in an Extension Program. Yes No (44)

41. Read a book (not for job or school) about once a month. Yes No (45)

42. Taken a correspondence course. Yes No (46)

43. I would like to be put on a mailing list to receive more information about this program as it becomes available. Yes No (47)
If yes, give name and address (if you wish):

_____

_____

_____

SUGGESTED GUIDING PRINCIPLES FOR S-U-N COURSE DEVELOPMENT

R. D. Brown

I. Quality

A. Courses should be college credit offerings.

B. Course quality should be equal to or superior to that of any similar course offered on Nebraska college campuses.

C. Courses should be subject to repeated and systematic review.

II. Objectives and Content

A. A special effort is needed to make S-U-N courses responsive to the diversity of needs, interests, and capacities of S-U-N students.

B. There should be a sufficient number of exercises and references which provide illustrations of the practical application of course content. Ideally, these should be integrated with regular course presentations. As a minumum, they should be available on an optional or supplementary basis.

C. Courses should be designed so that they can be individualized as much as possible to meet the particular needs and interests of each student. While there may be one basic "package", there should be sufficient interchangeable sub-units for supplementary material.

D. Courses should be designed so students may work at their own speed.

E. Developers should not limit themselves to traditional goals and/or content.

III. Delivery and Presentation

A. Students should be able to complete courses without having to leave their home, with the possible exception of the final examination.

B. Course presentation should entail the best use of all appropriate media utilized in a fashion suitable to specific course content and objectives.

C. Presentations should include a significant proportion of material devoted to stimulating students and maintaining their motivation level.

III. Delivery and Presentation (cont.)

D. Organization and instructions for the course should make it possible for someone other than the developer to supervise the course once it is packaged.

E. Bibliographic references should be an integral part of the course and should be current and specific to the region. Students should know about related commercial TV broadcasts, recent magazine articles, books available in their local library, campus and community speakers, and all resources that are current and accessible.

F. Each S-U-N course should utilize a minimum of 12 hours of TV presentations. If this time is not needed for presentation of content, it could be used for panel discussions, supplementary films, and other motivational type presentations.

IV. Grading and Evaluation

A. There should be frequent opportunities for students to obtain feedback regarding their progress in the course, their strengths and weaknesses.

B. Evaluation techniques should be designed so that grading options open to students will include: A - Incomplete, Pass-Fail, and criterion performance grading, as well as the traditional A-F grading procedure.

V. Responsibility

A. Major responsibility for course content will rest with the development team leader. It is assumed that decisions about the specific nature of the content will be made after discussions with content consultants and professional colleagues.

B. Major responsibility for how the course is taught (e.g. media used) will rest with the course Development Team and the S-U-N staff.

VI. Course Development Location

A. The course development team will need to work closely together throughout the Developmental process. The team will be housed at the Nebraska Telecommunications Center.

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DEVELOPMENTAL TASKS

ACTIVITY	DATE DUE	# WORKING DAYS
I. Selection of Courses		
1. Identify prospective populations 2. Identify potential departments and instructors	February 15	
II. Determine Nature of Instructional Design Process to be followed		
1. Select instructional design team (Instructional Design Specialist, Ed. Psychologist, Media Expert, Correspondence Study Specialist)	February 15	
2. Team orientation to instructional design process	15	1 day
3. Team participates in design process exercises to develop basic model of course format and determine responsibilities for implementation	16-18	2 days
4. Select lay advisory committee for initial input on needs, concerns and identification of potential participants	28	
5. Team identifies and secures department cooperation	18	
6. Professor joins design team. Planning process continues	21	
7. Team completes basic orientation to nature of teaching act incorporated in media - study guide format	21-22	2 days

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DEVELOPMENTAL TASKS

ACTIVITY	DATE DUE	# WORKING DAYS
III. Initial Instructional Design Stages for Course I		
1. Team identify general course objectives to be met (stated in performance terms)		½ day
2. Identify - Unit Objectives (stated in performance terms) Identify - Lesson Objectives (stated in performance terms)		½ day
3. Initiate review of content to teach objectives		1 day
4. Determine organization of content into units and lessons		½ day
5. Select appropriate criteria to be used to determine the format in which content is to be presented		½ day
6. Determine objectives for using selected media		½ day
7. Determine appropriate formats for content from the following media -- 16mm film, TV, 35mm slides, film strips, transparencies, still pictures, audio cassettes, kits, radio, etc.		½ day
8. Determine objectives for using selected study guide materials		1/8 day
9. Determine appropriate format for content to be included in study guide materials - introductory comments, illustrations, graphs, pictures, cartoons, independent study exercises, written assignments, special projects		1/8 day
10. Determine nature of exercises to be completed by utilizing local resources		¼ day
11. Select extra books, pamphlets, readings to be incorporated in course; determine projected availability, location, expense	March 1	¼ day
12. Meet with advisory committee to discuss plans, collect their ideas		

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DEVELOPMENTAL TASKS

ACTIVITY Unit 5	DATE DUE	# WORKING DAYS
IV. Initiate Planning, Preparation and Technical Production of One Unit of Instruction for Course I (3 Lessons)	June 5	15
1. Review course objectives 2. Review unit objectives 3. Review organization of unit content 4. Develop specific lesson objectives 5. Organize content and projected learning experiences into possible media and study formats (apply criteria established in III-5) 6. Determine specific media formats i.e. TV, audio cassetts, film strips, etc. 7. Initiate technical production plans a. Begin writing scripts b. Identify topics for slides c. Design television production (prepare script, art work) d. Plan transparencies e. Select items for kits 8. Determine specific format for study guide 9. Initiate development of study guide materials a. Write introductory comments b. Select illustrations, cartoons c. Select textbook assignments d. Create independent exercises e. Develop written exercise f. Select exercises for kits g. Select courses using local exercises	June 23	

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DEVELOPMENTAL TASKS

ACTIVITY Unit 5	DATE DUE	# WORKING DAYS
V. Complete technical production of media and study guide		
1. Media	September 18	15
Audio scripts		
a. Select voices		
b. Record scripts		
Slide pictures		
a. Take pictures		
b. Process pictures		
TV production		
a. Select objectives for TV program		
b. Select talent		
c. Identify art work		
d. Record remote scenes		
e. Record studio scenes		
f. Edit programs together		
g. Analyze for accuracy		
Transparencies		
a. Determine content		
b. Select best way of illustrating		
c. Request art work		
d. Process art work into transparency		
e. Analyze for accuracy		
Kits		
a. Identify items for kit		
b. Locate sources of items		
c. Determine costs of items		
2. Study Guide		
a. Complete introductory comments		
b. Select and print illustrations, comments		
c. Complete independent exercises		
d. Complete written exercises		
f. Write up exercises for kits	October 6	157
g. Complete local resource exercises		

DEVELOPMENTAL TASKS

ACTIVITY	DATE DUE	# WORKING DAYS
VI. Analysis of Unit Production Progress	October 13	5
1. Determine criteria for analyzing and accepting media productions and study guide materials		
2. Review media and study guide according to these criteria		
3. Analyze strengths and weaknesses		
4. Determine status of acceptance for final course		
5. Meet with Advisory Committee for comments		
Final Production Activity	Partly completed in stages	
1. Media		
Determine format for distribution of media Duplicate media into appropriate formats		20
2. Study Guide		
Determine format for distribution Complete stages of study guide production Complete reproduction of study guide		20

Nebraska Educational Television Commission

STATE OF NEBRASKA

COMMISSION OFFICERS:

PHILIP HECKMAN
CHAIRMAN

JOSEPH E. MARESH
VICE CHAIRMAN

JACK G. MC BRIDE
SECRETARY

COMMISSION AND NETWORK OFFICE

P. O. BOX 83111
LINCOLN, NEBRASKA 68501
PHONE 477-6974

February 4, 1972

Dr. G. Robert Ross
Vice President
University of Nebraska
Administration 304
Lincoln, Nebraska

Dear Dr. Ross:

At an official meeting of the Nebraska Educational Television Commission on January 28, 1972, a duly constituted quorum of Commissioners being present, the following resolution was passed:

"This Commission has supported efforts in the past designed to advance the educational opportunities of the citizens of Nebraska. The proposed new State University of Nebraska (S-U-N), which promises to employ a multi-media approach including the resources of the Nebraska ETV Network to bring college courses into the homes of Nebraskans, has the potential of a major step forward in the educational progress of our state. Because it proposes to involve all segments of education within the state in its planning and programming, it will be a positive force for encouraging cooperation and coordination among those engaged in education.

Therefore, because the S-U-N program promises to expand educational opportunities for citizens, wherever they live or work, and because it will:

1) provide opportunities for those working citizens who cannot quit their jobs or arrange to leave their homes to pursue college work on a college campus,

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COMMISSIONERS:

DR. FRANCIS J. BROWN
STATE COLLEGES

DR. PHILIP HECKMAN
PRIVATE EDUCATIONAL INSTITUTIONS

JOSEPH E. MARESH
CLASS III
SCHOOL REPRESENTATIVE

JAMES M. MC GAFFIN, JR.
CLASS V
SCHOOL REPRESENTATIVE

MRS. DON POPKEN
CLASS II
SCHOOL REPRESENTATIVE

JOHN C. PRASCH
CLASS IV
SCHOOL REPRESENTATIVE

MRS. LAWRENCE RICHTER
CLASS I
SCHOOL REPRESENTATIVE

CECIL STANLEY
COMMISSIONER OF EDUCATION

DURWARD B. VARNER
CHANCELLOR
UNIVERSITY OF NEBRASKA

2) make it possible for high school students to gain college credit without leaving their local high school environment, and

3) make it easier for minority and low income groups, for students who have had to stop-out of college for one reason or another and for the handicapped to try college; and

whereas the concepts motivating the development of the S-U-N program are consistent with those of making our educational system truly democratic and because the proposed program is consistent with the goals of this Commission, the Nebraska Educational Television Commission hereby goes on record as supporting the concept of S-U-N and promises cooperation whenever and wherever possible."

The above is taken directly from the minutes of the Commission meeting.

Commissioners have instructed me as well to express appreciation to you and Dr. Brown for the excellent briefing on the SUN project. We look forward to activation of this important educational undertaking and to substantial participation therein.

Sincerely,

Jack McBride
Secretary

JMcB/ce

June 21, 1972

S-U-N Mailing List

Newspapers AM Radio Stations TV Stations	300
Nebraska Legislature	49
Nebraska Congressmen	5
Nebraska State Officials Administrators and Department Heads	169
Presidents of Nebraska Colleges and Universities	30
Nebraska Colleges and Universities Department Heads and Administrators (includes UNO and Medical Center)	199
Nebraska V.I.P.'s and Friends of S-U-N	149
Nebraska Public and School Libraries	600
Potential Students of S-U-N Participants in TV High School	576
Nebraska State Hospitals	149
UN-L Deans and Directors UN-L Administrative Faculty	294
Superintendents of Nebraska School Systems	394
Principals of Secondary Schools	391
Counselors of Secondary Schools	549
General Population - High School students, Registered Nurses, and others requesting information	1650
Bulk Mailings - More than one copy to single address (e.g., NOVA - 40 copies)	107
Total	5611

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INTENSIVE EXAMINATION OF INTERRELATIONSHIP OF S-U-N TO ALL TYPES OF EDUCATIONAL INSTITUTIONS BOTH PUBLIC AND PRIVATE

Interviews

There are thirty-three (33) campuses in Nebraska devoted to various phases of Higher Education as follows:

University of Nebraska (3 campuses)
State Colleges (4 campuses)
Public Junior Colleges (6 campuses)
Public Vocational-Technical Colleges (7 campuses)
Private Church Related Colleges (10 campuses)
Private Non-Church Related Colleges (2 campuses)

Each of the campuses has been visited in which conferences were held with the President and, in most instances, with several members of his staff. The S-U-N program was explained and discussions followed on how each college could be involved in the S-U-N program.

Reactions

Ways in which colleges could be involved can be outlined as follows:

a. Using outstanding professors, interested in innovation, from many campuses as team specialists and consultants in the development of courses for the S-U-N program.

b. Using outstanding professors as teachers and counselors in the S-U-N instructional activity.

c. Establishment of Resource Centers on many of the campuses staffed by a qualified member of that particular college faculty.

While the S-U-N program is directed toward the individual who finds it impossible to attend on the college campus, most of the colleges have advanced the following ideas as to how S-U-N could be of service to on-campus students as well:

a. Courses not available or not offered to on-campus students could be taken through S-U-N.

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b. To the student who finds it necessary to leave the campus because of some personal reason, S-U-N would be available to him.

c. Colleges are eager to participate in the development of a method of evaluating worthwhile experiences for college credit. This is another objective of the S-U-N program.

Most colleges believe that, while S-U-N is directed toward the off-campus student, the program will motivate many students toward an objective of a college degree and on-campus attendance.

The visitations to each campus have generated a real spirit of co-operation and support for the S-U-N program. The majority of colleges are enthusiastic about their involvement in the program and about the opportunities extended to the individual not able to attend on a campus.

Many of the colleges have indicated an interest in having a S-U-N Resource Learning Center on its campus and these colleges have now submitted proposals for having such a Center. In each situation, the college has made a commitment of space, office equipment and technical equipment, and maintenance in order to make the Resource Center a reality.

Several conferences have been held with college and other educational groups discussing the S-U-N program.

One meeting included all the registrars of each of the thirty-three campuses at which time transfer of S-U-N credit was discussed. Another meeting included the Presidents of each of the colleges. Another meeting included the thirteen Presidents of Community colleges along with their Governing Boards. S-U-N was a head-line topic discussed at the Nebraska Association of Colleges and Universities which includes again all thirty-three campuses. S-U-N staff appeared before all the personnel of the State Department of Education. A S-U-N staff member explained the S-U-N concept to each of the three

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conferences of the Nebraska State Education Association's annual convention.

It is generally agreed between colleges that S-U-N credit will be honored on either of the Nebraska College campuses and that it will be of creditable quality.

More than fifty high schools have been visited and the interest exhibited by administrators, faculty and high school students is encouraging. On the basis of reactions from students, it would appear that as many as two thousand high school students would enroll in S-U-N courses.

A special conference was held with Governor J. J. Exon and his staff. There was an enthusiastic acceptance of the program. Individual conferences have been held with members of the Legislature and more particularly with some members of the budget committee. These initial meetings were for the purpose of giving information concerning the program.

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NEBRASKA School Boards Association

bulletin

Vol. IV - No. 7 Lincoln, Nebraska March, 1972

Something about S-U-N

Now in the study stage is an innovative plan to offer college credit courses for those who cannot attend college on campus. S-U-N (the State University of Nebraska) would offer courses via educational television, audio-visual cassettes, radio, telephone, by mail, and every other communication medium now in use. A large random sample of Nebraska citizenry is being asked the question, "Would you be interested in taking college courses in this way?" If it is found that a substantial number say "yes," the S-U-N program will be launched during the 1972-1973 academic year as another avenue to a college degree.

Although only first and second year courses are being considered at this time, it is in the minds of S-U-N staffers that eventually students will be able to plan on a degree. It is not the intent that S-U-N should replace any form of existing institution of post-secondary education, but is designed to supplement those now operating–to offer students another choice in their efforts to gain college credit.

Project Director for S-U-N is Dr. G. Robert Ross, University of Nebraska Vice President, and Study Director is Dr. Robert D. Brown, Professor of Educational Psychology at the University. Results of the study are not yet available but Dr. Brown has said, "People we've talked to are very responsive to the S-U-N proposal, and we will have a good sample. Not only will this multi-media approach to a college education appeal to persons who have full-time jobs but also the good students in high school will be able to take some college work during their senior years."

The courses will be delivered in many ways. If it is determined that much of the course material is adaptable to telecasts, students will watch and listen to instructors as they demonstrate special features of the courses. "The time-honored 50-minute lecture is a tradition of the campus classroom," Dr. Brown said; "but I don't believe we will plan our courses that way. We will try to hold the students' interest in a variety of ways; of course some short lectures are necessary, but we will illustrate the course material in the best media we can find. A media specialist will be on the team that develops a course and it will be his responsibility to make certain that all aspects of the course are made perfectly clear to the student, even if he has to take the student half way around the world by video tape."

Student resource centers will be located in strategic spots throughout the state. One may be in the junior college in one town, and in the media department of the high school in another town. There may be space available in the city library, or the city hall, or the courthouse, but in no case will a student be more than 25 or 30 miles from a resource center where he can get the help he needs or catch up on back lessons. The centers will contain all playback equipment and a complete video-tape library of all courses as well as films, slides, and reference material required for all courses. An instructor or an adviser will be available at the resource centers at specified times to help students.

It is planned that courses will be developed by experts in the various study fields. Teams will be selected from a variety of Nebraska campuses to determine course content. The courses will be written by professors and other experts in accredited institutions, ensuring the transferability of S-U-N credits. The student should be able to transfer his or her earned credits to any school of the student's choice.

The State University of Nebraska is not entirely a new concept. The State University of New York is developing an independent non-residential college, Empire State College. This attempt to broaden the opportunities for higher education is based on the assumption that individual learning need not require a student's spending full time on campus.

The University Without Walls is being developed by a consortium of 18 institutions of higher education. The purpose is to make college education more relevant, more flexible in meeting individual needs,

BULLETIN (CONT'D)

more economical, utilize a broader range of resources, and foster continuous lifelong creative learning.

The University of the State of New York was created by the State Education Department to design and construct a college proficiency examination program. The resulting examinations have satisfied the standards of colleges and universities in New York to the extent that a student who passes may gain college credit without actual formal course work.

The University Division of Instructional Services of the Pennsylvania State University supports the development of courses for branch campuses. Multi-media and multi-technique approaches have not only broadened the range of courses offered, but also have assured quality instruction in areas where instructional excellence would otherwise be impossible or unlikely.

The City College of Chicago, through its TV College, has produced courses to be given for credit.

The Open University of the United Kingdom was established by Royal Charter as an autonomous university in May, 1969. It has been conducting courses regionally in Great Britain since January, 1971.

As early as November 1961, Japan established the Preparatory Committee for the University of the Air. The committee's report in June, 1970, recommended creation of an independent university, which is currently being launched.

Reports show that although there exists no proven model for the multi-media off-campus college, interest in such an innovation is widespread.

If the clientele study now underway indicates that considerable interest has been generated among prospective students in the S-U-N proposal, it is hoped the first courses will be offered during the 1972-1973 academic year.

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NU REPORTS

An information Service to High School People
From the Office of the Director of Admissions, University of Nebraska

NU REPORTS VOL. XIV NO. 6 MARCH 1, 1972

ARTS & SCIENCES - CLARIFICATION OF FOREIGN LANGUAGE GROUP REQUIREMENT - Page 29 of the Arts & Sciences bulletin indicates that the foreign language group requirement for the Bachelor of Arts degree is 3-16 hours--dependent on the number of units completed in secondary school. Junior high principals and counselors have expressed concern about this statement:

"If a student has had less than a year, 1 year, 2 years, or more of a foreign language in high school and elects to drop back to one of the beginning courses (that is the first or second semester course) in that same language, he will be required to complete the total 130 semester hours as a minimum for the B.A. or the B.S. degree."

In clarification Associate Dean John W. Robinson (Arts & Sciences) presents the following statement:

"After conferring with members of the Department of Modern Languages and Literatures, I would like you as of now to begin interpreting the word "high school" to refer to 10th, 11th, 12th grades. In other words, language work taken in Junior high school (grades 7, 8, 9) will have no effect one way or the other on the total number of hours a student is required to have for graduation."

SENIORS APPLYING TO TWO CAMPUSES OF THE UNIVERSITY SYSTEM? - Some seniors may not be certain which campus [illegible] tem will be their final choice. Previously, seniors have been directed to apply at a single [illegible] the records forwarded. This, of course, delayed advising and financial aid [illegible] ...ning for ...

S-U-N--WHAT IS IT? - President D. B. Varner, staff members from the University System, and representatives of institutions of all types in Nebraska have presented the S-U-N proposal to the state. S-U-N has supplied this paragraph to NU Reports so you may call it to the attention of interested high school students and also adult members of your communities.

A new college concept now under study will be of interest to high school students. Called S-U-N, the State University of Nebraska, it is being designed to offer freshman and sophomore college courses for credit by way of educational television and all other communication media. Nebraskans unable to attend college on campus will find a new avenue for acquiring some college education, and some good high school students will find it convenient to take a course or two during their senior years.

S-U-N will be a supplement to other educational institutions. A main feature of S-U-N will be the developing of regional learning centers where students will be able to meet with instructors and tutors and other students. A number of centers will be required throughout the state so that no student will have very far to go to get extra help. The courses will be taught, not only by ETV, but also by video-tapes, cassettes, slides, filmstrips, movies, correspondence by mail and by telephone, etc. The learning centers will be equipped with all playback machines and a complete video-tape library of all couse materials.

The study underway now samples the potential clientele of S-U-N. Results should be available in early March.

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daily nebraskan

friday, april 21, 1972
lincoln, nebraska vol. 95, no. 100

State University proposes all-media noncampus study

The State University of Nebraska (S-U-N) has completed a survey of a large segment of the Nebraska population to determine approximately what enrollment could be expected in an all-media off-campus university. NU President D.B. Varner proposed the plan to the Board of Regents last spring and received approval to proceed with the study. It was financed by a grant from the U.S. Office of Education.

S-U-N proposes to offer first and second year college courses for credit via ETV, audio/visual cassettes, films, telephone and all other communications media.

The clientele study revealed that a significant percentage of Nebraska's adult population would be interested in taking a course or two through S-U-N.

In addition, a substantial segment of the high school juniors and seniors said they thought they would be interested in completing some college work during their senior year.

S-U-N courses would be offered for credit and would be transferable to the college of the student's choice.

The first course being developed is introductory accounting, the first choice among adults and students surveyed. Psychology was the second most popular choice of participants in the survey.

G. Robert Ross, project director for S-U-N, and Robert D. Brown, study director, accompanied Varner to Washington, D.C., recently with the results of the S-U-N clientele study for review with the U.S. Office of Education.

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ITV RECORDINGS

Nebraska Instructional Television

Volume II | MAY 1972 | Number 9

able network facilities. Primary concern for elementary and secondary education is coupled with concern for pre-school education and post-high school instruction designed to meet a variety of individual needs."

MOEBA ANNUAL MEETING

The Metropolitan Omaha Educational Broadcasting Association, Inc. is planning for the annual meeting to be held at 9:00 A.M. on Thursday, May 11, in Omaha at the Administrative Offices of the Omaha Public Schools.

All MOEBA members are encouraged to attend the meeting.

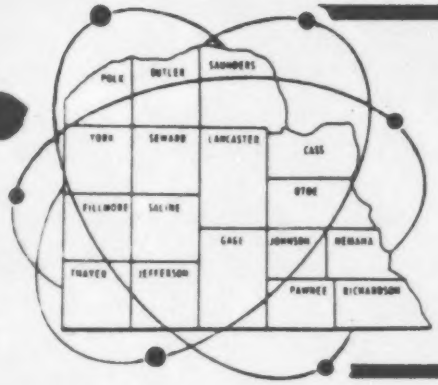
THE STATE UNIVERSITY OF NEBRASKA

A new approach to higher education is in the study and planning stage. Known as S-U-N (the State University of Nebraska) the concept is designed to offer first and second year college courses for credit by way of ETV, audio/video cassettes, films, slides, telephone, postal service, and all other means of communication now in use.

University President D. B. Varner presented the proposal to the Board of Regents last spring and received approval for the clientele study which was financed by a grant from the U.S. Office of Education. The study revealed that a considerable number of adult Nebraska citizens and high school juniors and seniors would be interested in taking college courses through S-U-N. The accounting and psychology courses are now being developed.

The nine-station Nebraska ETV network could possibly be the prime delivery system. Important to S-U-N courses will be the regional Resource Centers which will be located throughout the State so that no student will be required to drive very far for course tutoring and to use the playback equipment and film library.

S-U-N is a cooperative venture of all educational institutions in Nebraska. Project Director is Dr. G. Robert Ross, university system vice president, and Study Director is Dr. Robert D. Brown, professor of educational psychology, UN-L.



vision-17 viewpoint

A Publication of Vision-17, Inc.

17 County Economic Development Program for Southeast Nebraska

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...acilities. LB 759, which created eight
...as in the state, specifically states that these areas -
...unty has not joined an area by January, 1973 they will be
...e Unicameral. The Vision-17 Executive Committee has endorsed the
...ne Southeast Nebraska Technical Community College Area and the Vision-17
...s been very active in promoting it. Those counties that will be voting on the
...mation of the area on May 9 include: Cass, Fillmore, Gage, Jefferson, Johnson, Pawnee, Saline, Saunders, Seward, Thayer, and York.

State University of Nebraska: Speaking of education, the proposed State University of Nebraska (S-U-N), will provide many Nebraskans with an opportunity to acquire college credits without getting out of their easy chair. College level courses will be taught via ETV, videotapes, cassettes, films, texts, telephone, and other means of communication. S-U-N credits can be transferred to the college of the student's choice. As a new approach to higher education, S-U-N will aid in uniting the educational resources in the state and develop new assets so that a continuing program of higher education can become a reality for those who have not previously had the opportunity. More information on this may be obtained by contacting: S-U-N Program, Nebraska Telecommunications Center, 1800 North 33rd, Lincoln, 68503.

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LINCOLN STAR
Star 10-9-71

Varner TV Idea Expands

What began as a proposal from University of Nebraska President D. B. Varner, for a freshman year by TV has expanded into a plan for a new educational program combining the best aspects of innovation colleges from all over the world.

The Academic Planning Committee at the University of Nebraska-Lincoln was apprised of the new plan Friday afternoon and told the U.S. Office of Education has agreed to fund initial planning efforts to the tune of as much as $75,000.

A feasibility study is now under way under the direction of G. Robert Ross, who also heads the university's NOVA program, according to Wesley Meierhenry, chairman of the committee which has been working on the ETV plan.

The proposal, tentatively labeled a "state university of Nebraska," would go far beyond the original concept of a freshman year by ETV, according to plans outlined by Meierhenry.

4 Facets

He said it would include four main facets:

—traditional courses taught with the use of TV and other media, including tape recorders and study guides and utilizing regional centers and counselors in every community in the state.

—credit for other-than-college experience.

—credit for "community activity," perhaps similar to the NOVA program just under way.

—credit for work in solution of community problems, perhaps through the work of teams of citizens and professionals.

Attract Adults

The committee, he said, had hoped such approaches might attract not only adults who never had a chance to attend college, but also those who might not otherwise be accepted in schools and persons who were willing to solve community problems.

"All aspects are very preliminary," he cautioned members of the Academic Planning Committee and the Academic Coordinating Council.

He said the members of the committee which proposed the idea will be visiting with similar coordinating units on the other campuses of NU.

Other Colleges

Meierhenry also said representatives of other colleges in the state have been added to his committee, since the more ambitious plan would require coordination among many institutions of higher education and other educational agencies.

Among difficult questions to be answered in the feasibility study, he added, are the potential market for such a plan and the relation with other state colleges and with educational television agencies at the state and national levels.

Meierhenry said his committee has studied a number of "university without walls" programs around the country and gathered information on similar institutions in Great Britain and Japan.

"This represents a synthesis of the best of the various proposals."

He said he hoped the feasibility study might be done by Jan. 1.

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ETV Could Provide College Year at Home

Journal 4-14-71

The possibility of offering all Nebraskans the opportunity of taking a freshman collegiate year principallly through use of educational television was described by University of Nebraska Chancellor D. B. Varner.

Speaking at an NU Foundation luncheon Wednesday afternoon, Varner envisioned a kind of mass liberal arts program not now being attempted anywhere in the country.

What makes the experimental project feasible, the chancellor said, is a state educational television network technologically second to none in America.

"We could offer a freshman year to the people in this state essentially in their homes," Varner said. In so doing, NU would be trying to crack some of the institutional rigidity of higher education, aiming to provide public education to a greater number of citizens at less expense.

The freshman year proposal was seen as a substantive response by the chancellor to Gov. J. J. Exon's inaugural challenge that NU shoot for innovative approaches to higher education.

As Varner outlined his ideas in a preview session to newsmen, the ETV freshman year format could be available on Monday, Wednesday and Friday evenings, lecture televising commencing at 6 p.m. Working men and women could be participants.

Tied in with the telecasts would be periodic contact with the course professor or assistants in predetermined study and examination centers across the state. The chancellor mentioned North Platte, Grand Island, Columbus, Omaha and Lincoln as typical exam center sites.

Courses Varner said he thinks could be adapted to an ETV freshman year include Western civilization, history, psychology, sociology, economics and literature—all at introductory levels.

There would be no admission requirements nor age restrictions. "If you do well," Varner said, "that would satisfy" requirements for recognized college credit at NU — and hopefully all other Nebraska colleges and universities. "All we would ask is performance, not credentials."

The regular on-campus fee, however, would be charged participating students.

Develop Proposals

What Varner said he planned to do Wednesday is call for a five-member committee to develop detailed proposals.

Given the most favorable of circumstances—which includes selecting specialized faculty, developing courses of study, establishing exam centers, preparing reading lists, it might be possible to begin the ETV freshman year next January.

From the NU Foundation, Varner is asking an initial grant of several thousand dollars to finance the development committee's work. There would have to be additional outside cash to conduct at least the program's first year, too.

"I don't believe this can happen without external funding," Varner said. No funds for the experimental program were asked or are being included in NU's 1971-72 state appropriation.

Preliminary feelers already have been extended to the Ford Foundation, it was learned, in the interest of outside bankrolling.

Frankly, the whole enterprise could flop, Varner conceded. "I have no notion how many takers" there would be, he said. But the experiment once begun should run a respectable length of time, the chancellor added. He counseled a trial period of at least three and preferably five years.

ETV Disclosure

Coincidentally with Varner's proposal, officials of the Nebraska ETV Network disclosed plans to offer the start of a formal high school program next fall.

Ron Hull, assistant network director, reported a taped General Education Development high school equivalency series is available through the Great Plains ETV Library. "Arizona has tried this program with great success," Hull said.

He reported educators estimate there are 400,000 adult Nebraskans who never finished high school.

By means of taking the GED program, keyed into statewide study centers and correspondence, work, adult Nebraskans could seek high school diplomas without great logistical difficulty. Hull said the ETV network is working with the State Education Dept. on the project.

The Nebraska ETV Network now supplies a clear signal to virtually all parts of the state by means of both VHF and UHF stations, augmented by translaters in fringe locations.

Reviewing Thoughts

Reviewing his thinking which led up to the freshman year ETV proposal, Varner told newsmen "we ought to be trying new educational approaches."

The formal four-year, eight-semester, 120-credit collegiate approach is based, he said, "on a tacit assumption that every student who comes to us is the same . . . That is folly on the face of it."

For some students, six semesters are sufficient. For others, ten to 12 semesters of work is necessary, Varner said.

The chancellor said developments at England's "Open University" and in the State University of New York system stimulated his thinking about new educational forms and, ultimately, the Nebraska ETV freshman year.

The British concept utilizes television to a considerable extent.

The idea of a university without walls is under study elsewhere, Varner noted. Although trying to equip students to avoid early obsolescence, higher education may be guilty of obsolescence within its own structure, he added.

The stay-at-home freshman year plan would not eliminate the on-campus freshman year for those desiring that route. Varner said Jack McBride of the ETV Commission was enthusiastic about the unique concept.

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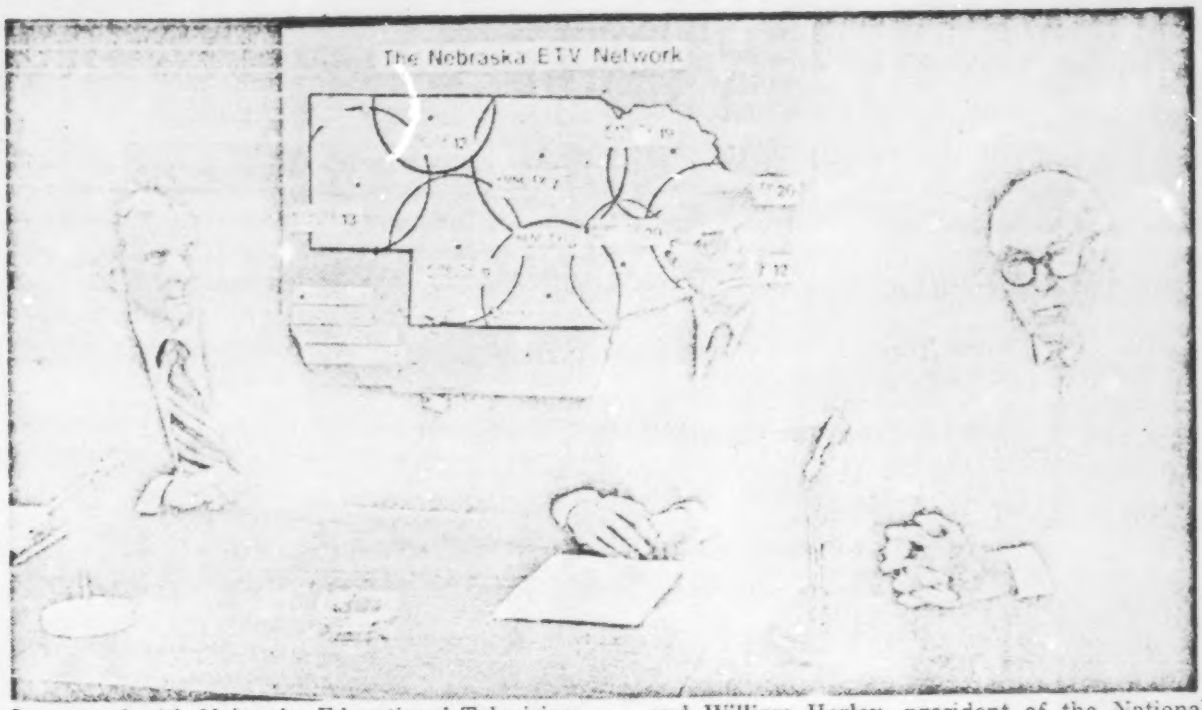

Impressed with Nebraska Educational Television facilities, **Hartford Gunn**, president of the Public Broadcasting Service, (from left) **John Macy**, president of the Corporation for Public Broadcasters and **William Harley**, president of the National Assocation of Educational Broadcasters, partcipated in the dedication of the facility at 1800 No. 33rd St. Sunday.

$3.4 Million Telecommunications Center Dedicated

Officials Praise New ETV Building

Lincoln Journal METRO-AREA

Lincoln, Neb. Journal Monday, June 5, 1972 10

By ED ICENOGLE

The praise flowed freely from state and national educational officials Sunday as the new Nebraska Educational Telecommunications Center was dedicated in Lincoln.

Heralded as a "signal of Nebraska's assuming leadership in making education available to all its citizens," as affording an unsurpassed "level of educational excellence," and as a "gem of functional architecture," the building was dedicated in televised ceremonies.

A week of tours and special programming is to follow Sunday's inauguration of the building which cost $3.4 million plus hundreds of thousands of dollars in telecommunications equipment.

Among the ceremony dignitaries were national ETV officials John Macy, president of the Corporation for Public Broadcasting, Hartford Gunn, president of the Public Broadcasting Service, and William Harley, president of the National Association of Educational Broadcasters.

Unique

At a news conference of those three officials, Macy praised the uniqueness of the building and the Nebraska ETV network, citing:

—Nebraska ETV's "capability to cover the entire state," a situation found in the minority of American states.

— A "variety of ETV broadcasting," especially the planned State University of Nebraska (SUN), a higher education offering being developed by the University of Nebraska and other educational institutions.

—Nebraska's "pioneering" to live coverage of its legislature.

—The "pattern of governance" of ETV in Nebraska which facilitates "close relations" between the ETV Commisison and the University.

With the inauguration of the new building, Macy said, Nebraska now has the "means of providing a broad range of telecommunication services" to aid education from kindergarten to adult education levels.

The most difficult aspect of implementing these comprehensive services — programming—is yet to be met by Nebraska ETV staff, according to Macy. "I have confidence this will be met," Macy added.

Harley praised the new building, located at 1800 No. 33rd, as a "comprehensive application of technology" which points to Nebraska's leadership in ETV.

Calling the Nebraska ETV network a "tremendous flexible resource," Harley said that as two-way technology develops, the system will provide an opportunity "not just

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(MORE)

NEW ETV BLDG (cont)

to reach out to people, but for people to reach out to other people."

Gunn compared the potential of Nebraska ETV to that of the Massachusetts network he managed before joining the Public Broadcasting Service In Massachusetts, Gunn said, ETV can help solve "east-west problems," in which western areas identify more with adjoining states.

Jack McBride, Nebraska ETV manager, agreed with Gunn that "as we continue into the future, we have the unique amalgamate . . . the state."

Support Sun

All three national officials were supportive of the SUN project, which will incorporate ETV broadcasting and other media in extending college credit courses across the state. SUN, according to McBride, is especially directed toward those persons who cannot afford, or who are not able, to attend college campuses for higher education.

Macy suggested SUN may be even more successful than similar projects in London, New York and Chicago becuse the SUN configuration will be especially useful to persons in more sparsely populated areas.

The officials added that, rather than hurting college enrolments, SUN may encourage more persons to attend college, after they have been exposed to college-level work through SUN.

Among the other officials speaking at the formal dedication ceremonies were:

—State Commissioner of Education Cecil Stanley, who said that, although ETV will not substitute for K-12 classroom teachers, it will continue as an aid in the education of Nebraska' youth.

—NU President D. B. Varner, who said the "real meaning of this dedication today is the promise it brings to tomorrow."

—UNL Chancellor James H. Zumberge, who told the several hundred persons attending the ceremony that "history will deal harshly with Nebraska if we do not put the best educational minds into this building."

—Mrs. Arnett Bonner, member of the Lincoln-Omaha Committee for Minority Programs, who said ETV can be "the vehicle to deal with false interpretations" by some on programming for minorities.

—Gov. J. J. Exon and NU Regents Chairman Edward Schwartzkopf, who on tape-recorded statements, praised the efforts of those who worked in bringing Nebraska ETV to where it is today.

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